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ABSTRACT

This report describes a desegregation/integration plan implemented in four junior high schools in the Elkhart, Indiana school district. The first section details the history, design, and objectives of the project. The second section deals with data concerning the achievement of project objectives as obtained by a locally developed and validated instrument. Student reaction is handled in section three, which covers behavior and attitudes, extracurricular activities, and school-parent communication. The following section presents results of findings about student attitudes in table format accompanied by discussion. Teacher evaluation of inservice activities is included in section five, which examines the effectiveness of system-wide inservice programs. Section six presents the results of a multicultural needs assessment. Reactions from an external perspective are given in section seven. The last section provides conclusions and recommendations. Six appendices include evaluation instruments used by the project.
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An Evaluation Of
**A Non-Required Plan
for the Prevention of Minority Group Isolation
and Provision for Greater Racial Integration**

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UD 021 931

Evaluation Report

NON-REQUIRED PLAN FOR THE PREVENTION OF MINORITY
GROUP ISOLATION AND PROVISION FOR
GREATER RACIAL INTEGRATION

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Preface

The purpose with respect to the design of this document was to develop a product which might have a multifaceted orientation. It is hoped that some of the needs of researchers in multicultural education might be better defined by this effort, whereby starting points for future refinements can be identified and pursued down avenues of similar and more structured inquiry. A second set of concerns which hopefully the results of this Project address deals with the needs of school-based professionals who are implementing desegregation/integration projects or who are contemplating the development of such a program. It is hoped that many of the concerns that have been topics and issues of discussion will have acquired some degree of clarity as a result of the findings of this evaluation. In addition, to facilitate policy and decision making at the school and system level, information and/or data obtained by way of rating scales, inventories, questionnaires and needs assessment instruments are included.

A third set of concerns focuses on the sharing of positive results that can occur as a result of desegregation/integration and the development of a multicultural curriculum in schools. Since the initiation of these activities impact and interface with all areas of the educational process, the need to shed light on roles, functions, and payoffs appears to be important if integration and multicultural curriculum development are to succeed as the most positive way of educating our youth.

The organization, format, and flow of this Report is fairly conventional with attempts and concerted efforts to develop an approach that appears as non-technical as possible. In the section labeled "Project Description and Backdrop", the history, design, and objectives of the desegregation/integration

project have been discussed. The section entitled "Evaluation of Project Goals and Mission" deals with the data collected with respect to the perceived achievement of School Desegregation Project objectives as obtained by way of a locally developed and validated instrument. The section dubbed "Student School-Related Behaviors and Attitudes" discusses student reaction to an integration program as viewed through school related behavior and attitudes. Also discussed in this section are student involvement in extra-curricular activities and school/parent communications related to integration. The section labeled "Student School Desegregation Attitudes and Concerns" displays the result in table format and provides a discussion of findings relative to students' feelings about the desegregation of the junior high schools. The section designated "Teacher Evaluation of Inservice Activities" examines the effectiveness of school system-wide inservice programs as perceived by participants. The section identified "Cultural Pluralistic and Multicultural Readiness" presents the results of a multicultural needs assessment and information relative to the identification of multicultural classroom resources in the junior high schools. The section with the descriptor "Reaction from an External Perspective" presents a more balanced view of the integration process in the junior high schools. And finally, the section labeled "Conclusions and Recommendations" lays out conclusions based on the limitations and findings of the evaluation, and recommends areas for future planning and consideration.

Acknowledgments:

Seldom is a project of this nature and magnitude successful without the help and encouragement from many people. The completion of this evaluation effort would not have been possible without the generous assistance of numerous individuals. From Elkhart Community Schools, Warren Breniman, Ed.D., Director

of Secondary Education, was responsible for the coordination of four junior high schools' efforts. A note of thanks is also extended to Mark Mow, Vernon Paler, Robert Ronk and Grover Smith, the four junior high school principals. A special note of gratitude is extended to the Project staff working in the junior high schools. The Project counselors were Ronald Foeckler, Vincent Hawkins, Jerry Hess and Robert Souder. The student relations assistants were Alzerita Breeze, Arvis Dawson, Hilda Peters, Cassandra Price and Margo Lovelady. Also to be included in this area of special recognition are counselors, teachers, other staff, students and parents who assisted in making the Project a success. Appreciation must also be extended to Terri Bloxson, Project secretary, and Barbara Karch, typist of this document.

A most sincere appreciation for much assistance must be given to the Professional Associates of Resource Development Labs, Educational Consultants who were involved in this evaluation effort: Larry Enochs, Ed.D. (Indiana University - Bloomington), Harold Harty, Ph.D. (Indiana University-Bloomington) who possessed the vision and the technical "know-how" to nurture the evaluation effort from its conceptualization to its completion, and Robert Sherwood, Ph.D. (New York University). Also appreciation is extended to Timothy Giles, M.S. (Indiana Department of Public Instruction) and Roy Weaver, Ed.D. (Ball State University).

L.L.J.
Elkhart, Indiana
June, 1981

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PROJECT DESCRIPTION AND BACKDROP

As of the 1980-81 school year, the Board of Trustees implemented a "Non-Required Plan to Prevent and/or Reduce Racial Isolation and Provide Greater Racial Integration" for the school district's four junior high schools. During the initial year the plan reduced Pierre Moran Junior High School's minority enrollment from 48 percent to 19 percent. Brookdale Junior High School's minority enrollment increased from 1.3 percent to 16 percent, North Side Junior High School's increased from 3 percent to 11 percent and West Side Junior High School's increased from 5.9 percent to 14 percent. The junior high school reorganization plan immediately affected 845 student assignments. The plan basically involved creating four new attendance districts for the junior high schools.

During the past five years, action taken by the Board of Trustees of the Elkhart Community Schools has demonstrated an awareness and commitment to plan for and effectively implement a non-required school desegregation plan. During the period July, 1975 through May, 1976, a 36 member Task Force developed a rationale for implementing a greater integration program. The need for multicultural curriculum, inservice programs, supplemental guidance and counseling services, alternative educational placement (in-school suspension) and extracurricular bus transportation was identified. There was also a provision for compensatory services for children disenfranchised from receiving Title I services as a result of the integration plan.

The objectives for the School Desegregation Project were as follows:

- To provide supplementary materials that emphasize ethnic pluralism in the United States from historical, sociological and cultural perspectives for infusion into the language arts, social studies and other selected curricular areas.

- To design and/or implement in schools procedures and practices that encourage positive curricular related multicultural interactions and understandings among students, teachers and other staff members.
- To provide a setting in which teachers can maintain positive instructional climates which accept, encourage, and respect cultural diversity.
- To develop positive classroom climates and positive inter-personal relations among students, staff, and parents.
- To help teachers clarify and analyze their feelings, attitudes and perceptions toward their own and other cultural, religious and ethnic groups.
- To improve the behavior, attendance records, and academic progress of selected students whose records in these areas fall below the school norms or expected levels.

Public Relations and Dissemination

The Community Advisory Committee was formed with great care so as to have the broadest possible representation and at the same time meet the requirements for advisory committees for federally-funded school desegregation projects. The general responsibility of the Community Advisory Committee was to provide advice and counsel relative to the operation and direction of the Project. The Advisory Committee also assumed the general role of suggesting policy relative to proposed Project's goals, program and future ventures along with suggesting courses of action necessary for successful Project implementation. In addition, the Community Advisory Committee was to serve as a dissemination vehicle.

Relevant development outcomes could not be assumed to automatically find their way into content-oriented classrooms, let alone widespread effective interpretation, application and utilization. Communication and dissemination was an integral part of all Project operations. The following audiences were addressed concerning the Project's activities:

1. Professional staffs of participating public and non-public schools
2. Boards of School Trustees (Other School Systems)
3. Education Departments of Indiana University at South Bend, Ball State University, Goshen College and Notre Dame University
4. School patrons and "informal power bases"
5. Recognized local professional education associations
6. State Department of Public Instruction
7. PTAs and/or appropriate parent groups
8. State facilitators and dissemination agencies
9. Professional regional conferences

Also, a variety of techniques were utilized in supplying information to the aforementioned audiences.

An Advisory Committee to the Project, representing a broad cross section of community interest, was utilized. In addition to providing the project with a wide base of input from various sectors of the community, the Advisory Committee also helped to facilitate the effective dissemination of the Project's activities to many facets of the local community. The dissemination activities have been listed (APPENDIX A - "Evidence of Public Relations and Dissemination Activities"). A review of these activities reveals the variety of audiences reached and modes of dissemination utilized.

Evaluation Design and Proposed Methodologies

During October, 1980, the Project Director and the Community Advisory Committee met to establish priorities and decide on what critical dimensions needed evaluating (APPENDIX B - "Initial Evaluation Design for Project").

The areas which were identified for assessment purposes were: (1) the fulfill-

ment of project goals, (2) student referrals and suspensions, (3) student involvement in extracurricular activities, (4) parent contacts and related matters, (5) school climate, (6) student attitudes toward school desegregation, (7) student self-concept, (8) student acceptance of others, (9) teacher inservice preparation, (10) multicultural readiness, (11) effectiveness of project staff, and (12) future directions for the Project.

The overall approach to the evaluation was eclectic in nature. Included in this design was a combination of elements borrowed from the professionally recognized and widely heralded Stufflebeam's "CIPP Model" (Stufflebeam, 1971), Stake's "Responsive Model" (Stake, 1967), and Guba's "Naturalistic Inquiry Model" (Guba, 1978). The primary objective for this evaluation effort was to build-in a formal evaluation component which cut across identified important dimensions. The plan called for both internal evaluation activities which were the basic responsibilities of the Elkhart Community Schools School Desegregation Project Staff; and external evaluation activities which were conducted by an evaluation technical assistance team made up of Professional Associates of Resource Development Labs, Educational Consultants and consultants from the State of Indiana Department of Public Instruction.

EVALUATION OF PROJECT GOALS AND MISSION

The data collected with respect to the perceived achievement of the School Desegregation Project objectives were obtained by way of a locally developed and validated instrument (APPENDIX C - "School Desegregation Project Objectives Achievement Rating Scale"). This rating scale was sent to 185 inservice teachers (140 returned or 76% response), 8 building administrators (6 returned or 75% response), and 11 labeled as "significant other" (11 returned or 100% response). The *School Desegregation Project Objectives Achievement Rating Scale* was composed of 8 Likert-type (one to five rating) items which focused on the four program objectives: "In-School Counseling Service", "Supplementary Materials Identification", "Inservice Preparation Sessions", and "Multicultural Procedures and Practices". The respondents were to assess both the quality and quantity aspects of a given objective's fulfillment on a 1 (most negative) to 5 (most positive) scale. Three other measures were created by adding the responses to individual items; these were "Objectives Quantity Achievement Dimension: (sum of quantity-oriented items, "Objectives Quality Achievement Dimension" (sum of quality-oriented items), and "Objectives Fulfillment Index" (sum of the "Objectives Quantity Achievement Dimension" and the "Objectives Quality Achievement Dimension").

In addition, demographic data were requested from the respondents. They identified themselves in terms of seven areas of background information: years of teaching experience (YEXP), sex (SEX), educational background (EB), school system role (SYS), chronological age (AGE), ethnic origin (RACE), and year and semester (TIME). Mean rating scores (TABLE 1) have been calculated for the responses of the inservice teachers, administrators, and "all educators". A higher mean response score on any of the 8 items or

the 3 global dimensions reflects a greater degree of objective achievement. Significant differences ($p < .05$) were also sought within each group among the subsets of the demographic dimensions. Since the distributions of responses for the three groups were assumed not to be normal, the nonparametric Mann-Whitney U-test (M-W) or the Kruskal-Wallis One Way Analysis of Variance by Ranks (K-W) were employed to test for significant differences.

General Reactions from Concerned Stakeholders

The data in TABLE 1 revealed that the objective related to the inservice preparation of teachers was discerned as being achieved to the greatest extent both in terms of quality and quantity by each of the groups. The objective which exhibited the least degree of fulfillment was associated with the identification of supplementary multicultural materials with respect to both quantity and quality across the three groups of respondents. When considering the quantity of the activities for objectives-achievement, administrators ($M=15.2$) viewed a greater amount of opportunities for achieving objectives than did the inservice teachers ($M=12.4$). In view of the quality of the activities for objectives-fulfillment administrators, again, discerned a higher quality ($M=15.5$) of the opportunities necessary for objective-achievement than did the inservice teachers ($M=10.9$). In terms of the overall achievement, administrators ($M=30.7$) deemed greater achievement of the objectives (77% level) when compared to the inservice teachers ($M=23.4$) who deemed fulfillment at a 59% level. The overall quantity factor reached a 63% level and the counterpart quality factor was represented by a 56% level. All in all, when taking all factors into account, a 60% achievement level was perceived for all of the program objectives.

Perhaps the reason for the lower rating relative to the degree of fulfillment associated with the identification of supplementary multicultural

TABLE 1
DISCERNED SCHOOL DESEG PROGRAM OBJECTIVES ACHIEVEMENT

Respondent Types Evaluation Dimensions	Inservice Teachers		Administrators		All Educators	
	Mean Rating M	Background Influencer p	Mean Rating M	Background Influencer p	Mean Rating M	Background Influencer p
<u>Objectives</u>	N = 140		N = 6		N = 157	
In-School Counseling Service						
Quantity of Activities	3.2		4.0		3.2	
Quality of Activities	2.8		4.0		2.9	
Supplementary Materials Identification						
Quantity of Activities	2.7		3.5		2.8	
Quality of Activities	2.5	p < .04 (K-W) RACE	3.5		2.6	
Inservice Preparation Sessions						
Quantity of Activities	3.7		4.2		3.7	
Quality of Activities	2.9		4.2		3.0	p < .03 (K-W) YEXP
Multicultural Procedures and Practices						
Quantity of Activities	2.8		3.5		2.9	
Quality of Activities	2.7		3.8		2.8	
Objectives Quantity Achievement Dimension	12.4		15.2		12.6	
Objectives Quality Achievement Dimension	10.9		15.5		11.2	
Objectives Fulfillment Index	23.4		30.7		23.9	

materials was that the Project focused on providing a listing of available materials late in the school year and then only at the junior high school level. Since administrators rated the quantity and quality of the activities for objectives-fulfillment higher than teachers, administrators need to take on a greater role in implementing the Project's goals and mission in order to achieve higher levels of success with respect to the fulfillment of this objective.

The interaction of the respondents' ratings and their background characteristics have also been displayed in TABLE 1. The race of the inservice teachers was a significant factor ($p < .04$) when deeming the level of achievement of the objective related to supplementary materials identification; white teachers perceived greater achievement in terms of the quality aspects for this objective than did black teachers. Another set of significant differences ($p < .03$) were associated with the interface of the demographic variable of years of professional experience (YEXP) and the quality aspects' ratings for the achievement of the objective related to the inservice preparation of teachers; all educators with 17 or more years of experience viewed a significantly higher quality environment for this objective fulfillment than did the educators with 1 to 15 years of professional experience.

STUDENT SCHOOL-RELATED BEHAVIORS AND ATTITUDES

Student reactions to an integration program can be viewed through school related behavior and attitudes. In order to develop positive behavior and attitudes, students were given assistance by providing an alternative educational placement (in-school suspension) with adult support, encouraging students to become involved in extracurricular activities and communicating with parents on matters relating to integration.

Student Referrals and Suspensions

Students experiencing difficulty adjusting to integrated schools often exhibit inappropriate behavior because they have poor self-concepts brought about, in part, by lack of success and overall social adjustment. In many schools inappropriate behavior has been dealt with by suspensions or expulsions and often the student has dropped out of school. In an attempt to deal positively with such students, an alternative educational setting (in-school suspension) has allowed many students to remain in school in an educational environment with proper supervision and adult instructional assistance rather than being suspended out of school (TABLE 2).

When examining the data in TABLE 2, the following conclusions can be drawn:

1. Boys have been suspended a greater number of times than girls.
2. Black students have been assigned to the alternative education setting more than white students on a percentage basis; however, white students were assigned at the ratio of about 2 to 1 when compared to black students.
3. Insubordination and attendance problems were the most frequent reasons for assignment to in-school suspension.
4. In comparing buildings, there were differences in the total number of students being assigned into the in-school suspension room.

TABLE 2

SUMMARIZED REFERRALS AND IN-SCHOOL SUSPENSIONS

Concern Areas	School A						School B						School C						School D						All Schools					
	Race			TOTALS	Race			TOTALS	Sex		Race			TOTALS	Sex		Race			TOTALS	Sex		Race			TOTALS	Sex			
	Black	White	Other		Black	White	Other		Female	Male	Black	White	Other		Female	Male	Black	White	Other		Female	Male	Black	White	Other		Female	Male		
Referrals	Black	White	Other	Female	Male	Black	White	Other	Female	Male	Black	White	Other	Female	Male	Black	White	Other	Female	Male	Black	White	Other	Female	Male	Black	White	Other	Female	Male
Referrals																														
New	75	141		216	119	97	48	82	1	131	46	85	53	166	3	222	71	151	35	138		173	32	141	211	527	4	742	268	474
Second	41	67		108	38	70	20	32		52	18	34	28	91	2	121	56	65	16	55		71	13	58	105	245	2	352	125	227
Third	21	24		45	15	30	2	6		8	0	8	12	58	3	73	50	23	14	28		42	8	34	49	116	3	168	73	95
Fourth	7	8		15	2	13	2			2	2	0	3	39	2	44	33	11	9	14		23	2	21	21	61	2	84	39	45
Fifth or More							14	10		24	0	24	1	100		101	70	30	1	25		26	5	21	16	135		151	16	135
Days/Referral																														
One	45	94		139	112	27	15	50		65	26	39	61	239	6	306	136	170	39	144		183	58	125	160	527	6	693	332	361
Two	40	62		102	16	86	11	25		36	15	21	20	100	3	123	48	75	15	42		57	15	42	86	229	3	318	94	224
Three	58	85		143	51	92	3	15		18	10	8	9	60	1	70	30	40	21	74		95	25	70	91	234	1	326	116	210
Other							58	39	1	98	15	83	7	55		62	25	37							65	94	1	160	40	120
Referral Reason																														
Fighting	41	76		117	20	97	12	24	1	37	23	14	17	28		45	30	15	24	48		72	18	54	94	176	1	271	91	180
Insubordination	22	24		46	29	17	23	34		57	8	49	60	234	2	296	139	157	22	42		64	11	53	127	334	2	463	187	276
Attendance	13	11		24	16	8	6	39		45	11	34	8	79	5	92	42	50	17	97		114	37	77	44	226	5	275	106	169
Disrupting Class	3	6		9	7	2	8	18		26	11	15	8	65	3	76	35	41	3	6		9	0	9	22	95	3	120	53	67
Other	48	140		188	126	62	33	19		52	13	39	4	48		52	30	22	9	67		76	26	50	94	274	11	368	195	173
Referrals/Grade																														
Seventh	29	72		101	43	58	21	30	1	52	29	23	47	118	2	167	37	130	45	66		111	33	78	142	286	2	430	142	288
Eighth	66	94		160	76	84	35	63		98	26	72	77	142	5	224	52	172	18	52		70	31	39	196	351	6	553	185	368
Ninth	36	87		123	41	82	6	61		67	11	56	50	117	3	170	54	116	29	125		154	59	95	121	390	3	514	165	349
TOTALS	131	253		384	160	224	62	154	1	217	66	151	174	377	10	561	143	418	92	243		335	123	212	459	1027	11	1497	492	1005

Student Involvement in Extra-Curricular Activities

Much research and experience indicates that desegregated schools that are most effective usually encourage substantial interaction among students of different ethnic origins both in academic settings and in extracurricular activities. There appears simply no better way to improve race relations than to increase interracial contact. Moreover, such contact is most effective when students of different races are placed in cooperative, interdependent, and mutually supportive situations.

In schools one of the very best ways to cause this kind of contact is by encouraging participation in the extracurricular programs, many of which are only available after regular school hours. Since desegregation has been achieved by transportation, it follows that transportation is necessary for full student body participation in the after school extracurricular programs. During the fall of 1979-80 the Board of School Trustees of the Elkhart Community Schools held a number of hearings concerning its proposed integration plan. The Board was pleased to hear general acceptance for the plan for desegregating the four junior high schools. The one concern which was frequently expressed had to do with providing options for the integrated students interested in extracurricular activities after the regular school day. To accommodate this, the Board approved provision of extracurricular bus runs for each of the four junior high schools in the system.

Movement of these students began in early August, 1980, to provide transportation for students taking part in pre-school football practice. The extracurricular runs continued twice a day at approximately 4:30 p.m. and 6:00 p.m. to accommodate students during the school year who take part in athletics, music/drama, club activities, social events, and extra academic assistance. Eight buses were utilized by the Elkhart Community

Schools, and each bus ran two loops. Basically, two buses were utilized for each school with a few pupil exchanges planned in order to accommodate out-of-the-way residences.

During the school year there were seven different athletic seasons for boys and girls at each grade level in the four junior high schools. For the seven seasons there were 885 riders involved in 3,368 games and practices for the four junior high schools. The schools also sponsored several social activities during the school year. There was interracial representation and participation in all school extracurricular activities.

Parent Contacts and Related Matters

Parent contacts are essential to good student/school relations. It is the practice in Elkhart Community Schools to hold fall and spring parent/teacher conferences. At this time the student's academic progress is discussed along with other student school related matters. In the fall, parent contacts through parent/teacher conferences ranged from 76-95 percent and in the spring 42-80 percent.

Each junior high school communicated with the parents by sending out periodic newsletters. When specific concerns related to the desegregation/integration process occurred, parents were immediately contacted. More than 550 such contacts were made during the school year.

STUDENT SCHOOL DESEGREGATION ATTITUDES AND CONCERNS

The Project staff and the Community Advisory Committee decided that four basic dimensions needed a thorough investigation during the Project's first year of operation. These dimensions were student reactions to school climate, student attitudes toward school desegregation, student self-concept, and student acceptance of others. The subjects for this aspect of the evaluation effort were students from the four involved junior high schools. The demographic dimensions examined were "junior high setting", "sex", "race", and "grade level". These major demographic dimensions were then broken down into several subgroupings with mean-response data recorded per category.

The four dimensions were responded to and analyzed by way of several statistical applications. All statistical treatments and applications were processed and/or calculated by way of the computer using the "canned" programs and routines from the *Statistical Package for the Social Sciences*, or better known as SPSS (Nie, Hull, Jenkins, Steinbrenner, and Bent, 1975). As in any evaluation effort, the possibility of non-normal rating distributions for the four identified dimensions have a high potential for occurrence. Therefore, the four rating distributions (reactions to school climate, self-concept, attitudes toward school desegregation, and acceptance of others) were tested for normality using the "Kolmogorov-Smirnov Goodness of Fit Test" (Marascuilio and McSweeney, 1977). Since the number of respondents (N=720) was rather large, significant differences were sought at the .05 level between these distributions and their normal counterparts. If significant differences were found using the Kolmogorov-Smirnov Goodness of Fit Test, the assumption of normal distributions could not be made; and therefore, the more conservative nonparametric statistical treatments were applied. In cases where there were two sub-demographic groups (sex), the Mann-Whitney U-test was employed; and where three or more sub-demo-

graphic groups (all others) existed, the Kruskal-Wallis One Way Analysis of Variance by Ranks was utilized. If significant differences at the .05 level were not found using the Kolmogorov-Smirnov Goodness of Fit Test, the assumption of normal distributions could be made; and therefore, the more powerful parametric treatments were applied. In cases where there were two groups, the t-test was used; and where three groups existed, one-way analysis of variance-single classification (ANOVA) was employed. In the analyses of the four dimensions, either by way of nonparametric or parametric methods, a significant difference among the demographic dimensions was defined at the .05 level or less.

The 27% random sample of 720 junior high students demographically broke down into 180 students for School A, 180 for School B, 180 for School C, and 180 for School D. In terms of sex there were 358 females and 360 males. Race was distributed among 101 blacks, 612 whites, and 7 classified as "other". The grade levels of the students were 239 seventh graders, 234 eighth graders, and 245 ninth graders.

Observations of Selected School Climate Dimensions

The most massive data collection effort associated with the evaluation effort focused on student reaction to school climate. An instrument (APPENDIX D - "Student School Climate Inventory") was conceptualized, developed and validated locally. The *Student School Climate Inventory* consists of several measures; the overall measure of "Total School Climate Index" is the summation of 6 subscales or individual indices. The "School Staff Index" is made up of reactions to 6 scales (administrators, counselors, teachers, secretaries, nurses, and aides); the "Student Body Index" is comprised of 4 measures (interest in school, school spirit, desegregation effectiveness, and friendliness); the "Student Activities Index" is composed of 5 dimensions (clubs, social activities, student council, intramural sports, and interscholastic athletics); the "School

Facilities Index" is a synthesis of 11 parameters (outside building appearance, inside building appearance, school grounds appearance, toilet facilities, teaching areas-classrooms, assembly space, food services, health facilities, PE-indoors, PE-outdoors, and library); the "Curriculum Index" is a compilation of 5 measures (quality of instruction, textbooks, materials variety, student participation, and student-needs meeting); and the "Policies and Procedures Index" is made up of 4 scales (building rules, teacher rules, rules enforcement, and discipline). The 35 scales or items were rated on 1 (low) to 5 (high) Likert-type continua, where a higher index rating is deemed the more favorable. The individual items were summed to determine the appropriate index or subscale score, and the indices or subscales were summed to arrive at the "Total School Climate Index". The data have been reported on each of the indices (TABLE 3) by way of mean response rating for the entire sample and the demographic variables of junior high school, sex, race and grade level. Significant differences at the .05 level or less have also been sought by way of appropriate parametric or nonparametric statistical techniques depending on the normality-status of the ratings' distributions for the subgroups of the selected demographic or background dimensions.

The data (TABLE 3) concerning the School Staff Index revealed that students in School B possessed the highest regard ($M=21.2$) for the entire school staff whereas the school staff in School A were viewed with the lowest regard ($M=10.0$); regard for School C ($M=19.1$) was also rated below the overall norm ($M=19.8$). Significant differences ($p<.01$) were determined by way of the Kruskal-Wallis One Way Analysis by Ranks among the four junior high schools in reference to student reaction to the school staff. Female students were more positive ($M=20.0$) toward the school staff than were the male students ($M=19.6$); no significant differences were found with respect to the sex of the students.

TABLE 3
STUDENT REACTION TO SCHOOL CLIMATE

Concerns Dimensions	Mean Ratings													
	Junior High				Sex		Race			Grade			T O T A L	Adjust- ed Mean Rating
	A	B	C	D	Female	Male	Black	White	Other	7th	8th	9th		
Number of Respondents	180	180	180	180	358	360	101	612	7	239	234	245	720	
School Staff Index (dist = non-normal)	19.0	21.2	19.1	19.8	20.0	19.6	20.3	19.7	21.4	20.7	19.2	19.2	19.8	3.3
		p<.01 (K-W)			NS			NS			p<.01 (K-W)			
Student Body Index (dist = non-normal)	11.6	15.0	12.8	14.1	13.5	13.2	13.0	13.4	14.1	14.1	13.1	12.8	13.4	3.4
		p<.04 (K-W)			NS			NS			p<.01 (K-W)			
Student Activities Index (dist = non-normal)	16.5	18.9	16.2	18.3	17.3	17.7	17.2	17.5	18.7	18.0	17.1	16.3	17.5	3.5
		p<.01 (K-W)			NS			NS			p<.02 (K-W)			
School Facilities Index (dist = non-normal)	33.2	39.3	36.5	37.8	36.8	36.7	35.9	36.9	35.3	39.1	35.6	35.3	36.7	3.3
		p<.01 (K-W)			NS			NS			p<.01 (K-W)			
Curriculum Index (dist = non-normal)	15.3	17.5	15.5	16.6	16.3	16.2	15.8	16.3	15.6	17.1	15.8	15.8	16.2	3.2
		p<.01 (K-W)			NS			NS			p<.02 (K-W)			
Policies and Procedures Index (dist = non-normal)	11.9	13.9	12.4	12.9	12.7	12.8	12.1	12.9	12.9	13.8	12.4	12.1	12.8	3.2
		p<.01 (K-W)			NS			NS			p<.03 (K-W)			
TOTAL SCHOOL CLIMATE INDEX (dist = normal)	107.6	125.8	112.5	119.3	116.6	116.1	114.3	116.6	118.0	123.9	113.2	111.8	116.3	3.3
		p<.01 (ANOVA)			NS			NS			p<.01 (ANOVA)			

In terms of race, students labeled other ($M=21.4$) were slightly more enthusiastic about the school staff than were blacks ($M=20.3$) and whites ($M=19.7$); no significant differences were uncovered with respect to race. Examining the data by way of grade levels revealed that seventh grades ($M=20.7$) were the most favorable and both eighth and ninth graders the least ($M=19.2$) favorable toward the school staff; significant differences ($p<.01$) were found among the grade levels of the students by way of the Kruskal-Wallis One Way Analysis of Variance by Ranks.

Three possible generalizations that reflect consistency with respect to Student School Desegregation Attitudes and Concerns are the following. First, is that seventh graders tend to rate areas higher than eighth and ninth graders. This is due in part to the fact that seventh graders did not experience any change in junior high school attendance or change in student body make-up as related to changes in attendance boundaries to bring about greater racial balance in the junior high schools. Second, is the fact that black students tend to rate areas lower than white or other students. This seems to be attributed to the fact that black students seemed to have a greater sense of loss in terms of being disenfranchised from "their school" (that school where there were approximately 50 percent of the school's enrollment); and finally, students enrolled in School A tended to rate areas lower than the students in other schools. This seems to be due in part to the fact that there was a more distinct difference in the socio-economic and cultural levels within this student body than in the other schools. Bringing about a feeling of school unity has been a greater challenge in School A than in the other schools.

When considering the Student Body Index, students in School B displayed the most favor ($M=15.0$) whereas their counterparts in School A were the most displeased ($M=11.6$); significant differences ($p<.04$) were found among the four junior high schools with respect to the Student Body Index. Females were

slightly more positive ($M=13.5$) than males ($M=13.2$), and those dubbed as "other" ($M=14.1$) being more favorable than blacks ($M=13.0$) and whites ($M=13.4$); no significant differences surfaced among the demographic variables of sex or race. When taking grade level into account, seventh graders were the most positive ($M=14.1$) when compared to eighth ($M=13.1$) and ninth ($M=12.8$) graders; significant differences ($p<.01$) were uncovered among the grade levels of the students.

The Student Activities Index was rated the highest by the respondents as indicated by an adjusted mean rating of 3.5. Junior high school B reflected the most positive climate ($M=18.9$) whereas School C ($M=16.2$) and School A ($M=16.5$) exhibited least positive climate. Significant differences ($p<.01$) surfaced among the perceptions of the students across the four junior high schools. Males were slightly more pleased ($M=17.7$) with student activities than were females ($M=17.3$), and whites ($M=17.5$) slightly more positive than blacks ($M=17.2$); in both cases (sex and race), no significant differences were calculated. Seventh graders were again more favorable ($M=18.0$) when compared to eighth ($M=17.1$) and ninth ($M=16.3$) graders; significant differences ($p<.02$) were determined for the students' reactions to the Student Activities Index across the three grade levels.

Turning to the School Facilities Index, the students in School B were the most pleased ($M=39.3$) with the setting's physical attributes whereas those in School A were the least pleased ($M=33.2$); significant differences ($p<.01$) were found among the four junior high schools in terms of the School Facilities Index. Females were slightly more favorable ($M=36.8$) than males ($M=36.7$), and whites more positive ($M=36.9$) than blacks ($M=35.9$); no significant differences surfaced among the demographic subsets of sex or race. Students in the seventh grade ($M=39.1$) were much more positive than eighth ($M=35.6$) and ninth ($M=35.3$) graders; significant differences ($p<.01$) were

found among the students' perceptions and observations of the schools' physical attributes across the four junior high grade levels.

The Curriculum Index was rated the lowest of all major dimensions as reflected in an adjusted mean rating of 3.2. Students in School B were the most pleased ($M=17.5$) with academic concerns whereas students in School A were the least pleased ($M=15.3$); significant difference ($p<.01$) surfaced with respect to curriculum matters across the four junior high schools. Little or no differences existed between females ($M=16.3$) and female ($M=16.2$), and between whites ($M=16.3$) and blacks ($M=15.8$); this lack of disparity is somewhat validated by lack of significant differences for both sex and race. Seventh graders ($M=17.1$) were the more positive toward academic concerns than both the ninth and eighth graders each with mean ratings of 15.8; significant differences ($p<.02$) were found among the student reactions across the three grade levels.

The Policies and Procedures Index was also rated the lowest of all major dimensions as indicated by an adjusted mean rating of 3.2. Students in School B exhibited the most enthusiasm ($M=13.9$) over policies and procedures whereas their counterparts in School A showed the least amount of excitement ($M=11.9$); significant differences ($p<.01$) surfaced across the four junior high schools in terms of student reaction to policies and procedures. Males ($M=12.8$) were slightly more enamored than females ($M=12.7$), and whites ($M=12.9$) somewhat more enchanted with policies and procedures than blacks ($M=12.1$); the demographic variables of sex and race revealed no significant differences. Students in the seventh grade ($M=12.4$) and ninth ($M=12.1$) graders; significant differences ($p=.03$) were found among the reactions of the students with respect to their grade levels.

And finally, the Total School Climate Index revealed that students in School B reflected the most favorable school climate ($M=125.8$) in comparison

to the students in School A where the least satisfaction ($M=107.6$) was exhibited. Also, when examining the six sub-indices, students in School B were the most positive on all six of the sub-indices; students in School A were also the least positive on 5 of the 6 subscales. Because of the large number of respondents when considering the Total School Climate Index (total sample of 720 students), the ratings' distribution for the four demographic dimensions were tested and found normal. The application of one way analysis of variance (ANOVA) revealed significant differences ($p<.05$) among the students' reactions to overall school climate across the four junior high schools. Females ($M=116.6$) were more favorable toward school climate than were males ($M=116.1$); on 4 of the 6 sub-measures females were more positive than males. No significant differences were found with respect to sex. In terms of race whites ($M=116.6$) were more impressed with the overall school climate than were blacks ($M=114.3$); in response to 5 out of the 6 sub-indices, whites exhibited a more favorable attitude toward school climate. No significant differences surfaced with respect to race. Seventh grade students viewed school climate as being by far the most positive ($M=123.9$) whereas the ninth graders took the dimmest view ($M=111.8$); when considering the six sub-scales, the seventh graders were the most positive on all six dimensions and the ninth graders the most negative on the same six sub-indices. Significant differences ($p<.01$) were calculated through the use of one way analysis of variance (ANOVA) with respect to the reactions of the students toward overall school climate across the three grade levels.

Attitudes toward School Desegregation

Perhaps, one of the most important dimensions investigated during the evaluation effort was that of student attitudes toward school desegregation. An instrument (APPENDIX E - "Student School Desegregation Opinionnaire") was developed to examine this dimension. This opinionnaire was constructed as

a reduced and modified version of a similar instrument developed and validated by the National Association of School Student Councils. The *Student School Desegregation Opinionnaire* is made up of 18 items with multiple response patterns where the least favorable response was given the lowest rating (1) and the most favorable responses received ratings of 2, 3 or 4. The total score (a measure of attitudes toward school desegregation) has been calculated by summing the individual scores of the 18 items. The data are displayed in TABLE 4 in terms of mean ratings for the entire sample and the subgroupings of each of the demographic variables (junior high school, sex, race, and grade level). Since the ratings' distributions for all demographic subsets were non-normal, significant differences ($p < .05$) were determined through the use of the nonparametric Mann-Whitney U-test (M-W) for two groups or the Kruskal-Wallis One Way Analysis of Variance by Ranks (K-W) for three or more groups.

The data (TABLE 4) revealed that students in School B possessed the most healthy attitudes toward desegregation ($M=43.4$) whereas the students in School A exhibited the least favorable attitudes ($M=39.7$). Application of the nonparametric Kruskal-Wallis One Way Analysis of Variance by Rank (K-W) indicated that significant differences ($p < .01$) existed among the students' attitudes toward school desegregation when viewed across the four junior high schools. Females had a more healthy ($M=42.0$) set of attitudes toward school desegregation than did males ($M=40.5$). The use of the nonparametric Mann-Whitney U-test (M-W) revealed significant differences at the .02 level. White students exhibited a slightly more positive set ($M=41.4$) of attitudes than did blacks ($M=39.9$); no significant differences surfaced with respect to race. Seventh grade students possessed the most healthy attitudes toward school desegregation ($M=42.6$) when compared to eighth ($M=40.9$) and ninth ($M=40.2$) graders. The employment of the Kruskal-Wallis One Way Analysis of

TABLE 4
STUDENT SCHOOL DESEGREGATION RELATED ATTITUDE MEASURES

Measures		School Desegregation Attitudes		Self-Esteem/Concept		Acceptance of Others	
Background Concerns	N	Mean Rating	p	Mean Rating	p	Mean Rating	p
		(dist = non-normal)		(dist = normal)		(dist = normal)	
All Students	720	41.2		67.0		60.2	
Junior High Schools							
School A	180	39.7		67.9		59.2	
School B	180	43.4		67.2		61.4	
School C	180	40.4	p<.01 (K-W)	66.8	NS	60.0	NS
School D	180	41.5		66.2		60.2	
Sex							
Females	358	42.0		65.2		61.3	
Males	360	40.5	p<.02 (M-W)	68.9	p<.01 (t-test)	59.1	p<.03 (t-test)
Race							
Black	101	39.9		70.2		57.5	
White	612	41.4	NS	66.5	p<.01 (ANOVA)	60.6	p<.01 (ANOVA)
Other	7	42.6		69.1		62.9	
Grade							
Seventh Grade	239	42.6		65.8		60.4	
Eighth Grade	234	40.9	p<.01 (K-W)	68.2	NS	59.7	NS
Ninth Grade	249	40.2		67.1		60.5	

Variance by Ranks (K-W) evoked significant differences ($p < .01$) among student attitudes toward school desegregation across grade levels.

Self-Concept or Self-Esteem

The validated and published *Janis-Fields Feelings of Inadequacy Scale*, a twenty item instrument, was utilized to measure the junior high students' self-concept or self-esteem (Eagly, 1967). Each item required the youngster to react on Likert-type scales of 1 to 5 to 20 questions involving a person's feelings about himself/herself (APPENDIX F - "Janis-Fields Feelings of Inadequacy Scale"). A higher score on this instrument would be reflective of a more desirable self-concept or self-image. Administration of this instrument takes about 10 to 15 minutes. This instrument is probably the most widely used non-commercial self-concept scale. Eagly (1967) recorded split-half reliabilities of 0.72 and 0.88 on two separate occasions. With respect to establishing validity for the instrument's interpretation, Hamilton (1971) has been the most prolific. Attempts have been made to validate this instrument in reference to convergent validity, discriminant validity, and predictive validity. The findings are represented in TABLE 4 by way of mean rating scores for the entire group and each of the subgroups for the demographic dimensions of junior high school, sex, race and grade level. Because the response distributions for the demographic subgroups were normal, the parametric statistical treatments of the t-test for two groups or one way analysis of variance-single classification for three or more groups (ANOVA) were employed to test for significant differences at the .05 level.

The data (TABLE 4) revealed that students in School A possessed the most positive self-concept ($M=67.9$) whereas their counterparts in School D exhibited the least positive self-concept ($M=66.2$). No significant differences surfaced in reference to student self-concept across the four junior high schools. Males possessed a much higher self-concept ($M=68.9$) than did females ($M=65.2$); the

application of the t-test surfaced significant differences ($p < .01$) between male and female student self-concept. Black students exhibited a higher self-concept ($M=70.2$) when compared to white students ($M=66.5$); significant differences ($p < .01$) were found by way of a one-way analysis of variance (ANOVA) in terms of the race of the students. An analysis of the grade levels of the students indicated that eighth ($M=68.2$) and ninth ($M=67.1$) graders possessed a more positive self-concept when compared to seventh graders ($M=65.8$). No significant differences were found among the self-concepts of the students across grade levels.

Acceptance of Others

The professionally recognized *Acceptance of Others Scale* (Fey, 1955) was selected to measure junior high school students' acceptance of others. This instrument consists of 20 Likert-type items, with responses running from "almost always" (scored as a 1) to "very rarely" (scored as a 5). Scale scores thus run from 20 (low acceptance of others) to 100 (high acceptance). This scale (APPENDIX G - "Acceptance of Others Scale") was devised to test acceptance of others and feelings of acceptability to others. On a sample of 58 students, Fey (1955) calculated a split-half reliability coefficient of 0.90. No validity data have been reported. The data are reflected in TABLE 4 where mean response scores have been calculated for the entire sample and for each of the demographic variable subsets (junior high school, sex, race, and grade level). Since the rating distributions for all demographic subgroupings were normal, significant differences ($p < .05$) were sought among the response patterns of the demographic subgroupings using the parametric t-test for two groups or one way analysis of variance for three or more groups (ANOVA).

The data (TABLE 4) indicated that students in School B exhibited the greatest acceptance of others ($M=61.4$) whereas their counterparts in School

A revealed the least acceptance of others ($M=59.2$). No significant differences surfaced with respect to others' acceptance among the students of the four junior high schools. Females were found to be significantly ($p<.03$) more accepting ($M=61.3$) than males ($M=59.0$) through the use of the classical t-test. White students possessed a greater acceptance level ($M=60.6$) when compared to black students ($M=57.5$). A one-way analysis of variance revealed significant differences at the .01 level for acceptance of others with respect to the race of the students. When inspecting the data by grade level, seventh ($M=60.4$) and ninth ($M=60.5$) graders possessed slightly more positive levels of acceptance than eighth graders ($M=59.7$). No significant differences were found in terms of acceptance of others across the three grade levels.

It is interesting to note that when considering the demographic variables of junior high setting and race; those students exhibiting the highest ratings in the area of self-concept also had the lowest ratings in terms of acceptance of others. Perhaps this observation could be a major area of consideration for further intensive study.

TEACHER EVALUATION OF INSERVICE ACTIVITIES

Because multicultural education was to be implemented by the present staff, an inservice component became an important part of the program. Inservice programs were developed to begin preparing teachers to better fulfill their responsibilities in multicultural education and enhance their acceptance for the need to implement changes. The justification for a sound inservice program was determined by the results of a needs assessment. It was the intention of the workshops to aid teachers in their appreciation of America's cultural diversity, and also how learning principles could be useful in a multicultural teaching approach. An additional goal was to assist teachers in acquiring knowledge in the development of multicultural ideas in several subject areas and grade levels.

There were a total of seven inservice workshop activities whose content specifically related to integration and multicultural education. The first two were conducted during the fall semester; all teachers in the district had the option of attending these two or choosing others. A professor from the nearby Indiana University at South Bend was the presenter for "Self Concept and the Culturally Different Low Income Student" workshop, and a professor from the University of Notre Dame was the presenter for "Multicultural, Multiethnic Curriculum" workshop. Another group of inservice workshop activities was held during February, 1981. Consultants from the State of Indiana Department of Public Instruction were presenters on "Reviewing Textbooks for Race and Sex Bias". Two professors from Vanderbilt University were presenters on "Multicultural Activities for the Classroom for Elementary Teachers". The Project Director for Greater Integration for the Elkhart Community Schools presented "An Update on Elkhart Integration". There also were two two-day workshops on multicultural education held for

selected elementary teachers during March and April of 1981. Three professors from Ball State University were the presenters for these workshops.

At the conclusion of the seven workshops, teachers were asked to evaluate the sessions with respect to several dimensions (APPENDIX H - "Evaluation of Inservice Activities Form"). The fall workshops were not evaluated using the same form. Consequently no evaluation data are available. The results of the other workshop evaluations appear in TABLE 5. Of the five workshops that were evaluated, all were seen as being effective by the involved teachers. Several of the narrative comments regarding their strengths were: "Clarification of the subject multicultural"; "Reinforcement of good teaching strategies"; "In my opinion insights to developing multicultural awareness were great"; "Well done - one of the most useful inservice sessions I've been to"; etc. Teachers also had the opportunity to comment on the weaknesses. Many of the weaknesses, but not all, could be viewed with encouragement. Weaknesses were listed such as: "Not available to enough teachers"; "Never enough time"; "Should be presented to more teachers"; "Would be great for all staff members"; and "that all teachers didn't have this opportunity".

The resulting evaluations and comments of the workshops are encouraging. Again, if multicultural education is to be properly infused within the existing curricula, it is necessary that the teacher see it as being educationally sound. Teachers must see that the purpose of multicultural education is to help all students reach their potential. Multicultural teaching does not mean teaching about a culture or talking to specific cultural members at all times. It must be a part of the affective, cognitive, and psychomotor domains at all times by reason of the subtle and lasting influences of an individual's culture. To achieve this, it is imperative that teachers understand that students' differences are based on more than cog-

TABLE 5
EVALUATION OF MULTICULTURAL/SCHOOL DESEGREGATION WORKSHOPS

Evaluation Dimensions	Inservice Sessions	Work-shop #1	Work-shop #2	Work-shop #3	Work-shop #4	Work-shop #5	Work-shop #6	Work-shop #7	All Workshops
		N=90	N=32	N=37	N=44	N= 52	N= 17	N=17	N=289
Prior Knowledge of Materials and Concepts		---	---	3.2	2.8	3.3	2.7	2.8	2.9
Enhance/Increased Knowledge of Content		---	---	4.0	3.5	3.8	4.5	4.0	3.9
Overall Usefulness of Inservice Session		---	---	3.9	3.8	3.6	4.5	4.5	4.0
Organization of Inservice Session		---	---	4.4	4.4	4.2	4.5	4.6	4.4
Clarity of Presentation and Procedures		---	---	4.5	2.6	4.3	4.7	4.6	4.1
Expertise and Background of Presented		---	---	4.7	4.5	4.3	4.8	4.8	4.6
EFFECTIVENESS INDEX		---	---	4.1	3.6	3.9	4.2	4.2	4.0

nitive ability. A teacher's ability in aiding students to reach their potential is reduced if there is a lack of understanding of cultural factors affecting a student's learning in school.

CULTURAL PLURALISTIC AND MULTICULTURAL READINESS

If the objective of America's schools is to help all youth, representing a diverse cultural population, in reaching their personal and intellectual capabilities, then the curricula must be responsive to the multicultural needs of all learners. In recognition of the tenets of a culturally pluralistic society, the Elkhart Community Schools has developed and validated a philosophy which includes the following commitment:

We believe that all children in the Elkhart Community Schools must be provided an opportunity for educational growth to the optimum degree of their potential, regardless of race, creed, or economic status.

This philosophy is amplified by several adopted school district goals, three of which are:

- the schools should provide an environment which enhances moral, spiritual and ethical values.
- the schools should provide opportunities for developing appreciation for our American heritage.
- the schools should provide opportunities for the understanding of the cultures of the world, both domestic and international.

Multicultural Education Needs Assessment

To determine the quantity of multicultural educational experiences and opportunities in the Elkhart Community Schools, it was necessary to first have a needs assessment or front-end self-evaluation done by all classroom teachers in the district. While interacting with administrators, department chairpersons, and classroom teachers, it was difficult to determine the quantity of existing multicultural education activities within the district. It was somewhat apparent that some buildings, teachers, and departments utilized multicultural educational experience more than others. Because of the discrepancy among schools and/or departments, it was decided by a Task

Force that a system-wide needs assessment instrument could best provide information regarding the "who, what, and how much" of multicultural activities existed within the district. The Task Force was composed of two elementary teachers, three junior high teachers representing social studies, language arts, and mathematics, one senior high teacher representing art, and one junior high guidance counselor.

Several school districts were contacted within the State to learn of completed evaluation instruments. The Task Force decided, after its review, to prepare four separate instruments to be used by teachers. The four needs assessment instruments were developed for grades K-3, 4-6, 7-9 and 10-12. It was felt that these four levels should be assessed separately because of the types of data to be collected.

The instruments focused on the following areas: Curricular content (course objectives as stated in curriculum guides), instructional materials (printed and audio-visual), curricular offerings (existing classes), teacher inservice, teaching methods and strategies, and evaluation techniques. After the instruments were responded to, the Multicultural Curriculum Coordinator met in two sessions with administrators from both elementary and secondary levels. From the results of extensive planning, review, and attempts at validation, a final instrument was developed (APPENDIX I - "Multicultural Needs Assessment Instrument"). It was decided that separate instruments for both K-3 and 4-6 assessments were not necessary, and that one would be suitable for these grades. Also, on the final assessment the teacher was to indicate the building, department or grade of his/her primary responsibility. By requesting this information, it was felt the data obtained could be used in a much more discriminating way in evaluating each building, department, and/or grade level in terms of the quantity of multi-

cultural activities regarding the previously mentioned categories contained in the assessment.

Teachers were to enter their responses to each question (TABLE 6) according to perceived representation in each situation. The response categories were: Completely represented, well represented, slightly represented, not represented, or not applicable.

Selected Demographic Reactions from Teachers:

The general evaluation of the existing program and an assessment of future needs within the district in relation to multicultural education was performed by the administration of a needs assessment. An attempt was made to add to its validity by distributing a preliminary needs assessment to selected teachers throughout the district. Ideally, any needs assessment used should be totally developed by the colleagues of educators to which it is administered. It is felt that the faculty members making up the Elkhart school district would ultimately be affected by the assessment, therefore, they should have the greatest amount of input regarding the assessment. There were primarily two factors necessitating the tailoring of existing instruments for use. The make-up of the Task Force (seven teachers) did not represent a large enough cross section of staff personnel and the necessity to acquire knowledge to begin an action plan for improving areas where needs were uncovered.

An assumption was made that faculty members, and in particular approximately 130 junior high faculty members, (TABLE 7) were familiar with and had internalized the concept of multicultural education. This assumption was made because of policy statements supporting the philosophy and eventual implementation of multicultural education by the Board of Trustees but the work undertaken by the Human Relations Director and indi-

TABLE 6

OVERALL NEEDS EXPRESSED BY ALL JUNIOR HIGH TEACHERS

PERCENT RATING					CHECKLIST FOR CURRICULAR CONTENT (OBJECTIVES)
Completely Represented	Well Represented	Slightly Represented	Not Represented	Not Applicable	
4.6	29.3	27.6	11.8	27.6	1. Do the objectives emphasize the enrichment created by multicultural/multiethnic backgrounds? (Mean = 3.2)
3.3	26.0	26.0	14.0	30.7	2. Do the objectives examine and explore differing views of ideals and realities between multicultural/multiethnic groups? (Mean = 3.4)
4.6	20.5	21.2	15.9	37.7	3. Do the objectives view the development of the United States as flowing from multicultural/multiethnic groups? (Mean = 3.6)
5.3	27.3	25.3	14.0	28.0	4. Do the objectives provide for multicultural/multiethnic aesthetic experiences? (Mean = 3.3)
7.4	31.5	26.8	10.7	23.5	5. Do the objectives promote values, attitudes, and behaviors which support ethnic pluralism? (Mean = 3.1)

PRINTED MATERIALS

AUDIO/VISUAL MATERIALS

PERCENT RATING					CHECKLIST FOR INSTRUCTIONAL MATERIALS	PERCENT RATING				
Completely Represented	Well Represented	Slightly Represented	Not Represented	Not Applicable	Audio/Visual Materials - bulletin boards, teaching aids, recordings, films, filmstrips, taped recordings, video recordings, microfilm.	Completely Represented	Well Represented	Slightly Represented	Not Represented	Not Applicable
8.8	31.8	37.8	6.8	14.9	6. Are the varying world cultures represented in the instructional materials? (Mean = 2.8)	8.7	35.7	34.9	4.0	16.7
4.7	24.3	25.0	14.9	31.1	7. Do the instructional materials promote acceptance of languages and dialects of the various multicultural/multiethnic groups? (Mean = 3.4)	6.4	24.0	22.4	11.2	36.0
5.4	34.5	39.9	5.4	14.9	8. Do the instructional materials present models and leaders from all cultural and ethnic groups? (Mean = 2.8)	6.4	35.2	32.8	5.6	20.0

TABLE 6 (continued)

OVERALL NEEDS EXPRESSED BY ALL JUNIOR HIGH TEACHERS

PRINTED MATERIALS					CHECKLIST FOR INSTRUCTIONAL MATERIALS (Continued)					AUDIO/VISUAL MAT.				
PERCENT RATING										PERCENT RATING				
Completely Represented	Well Represented	Slightly Represented	Not Represented	Not Applicable						Completely Represented	Well Represented	Slightly Represented	Not Represented	Not Applicable
10.7	39.3	28.6	5.0	16.4	9. Are the instructional materials free from stereotyping? (Mean = 2.7) (Mean = 3.0)					6.6	35.5	25.6	6.6	25.6
6.2	34.2	34.2	7.5	15.8	10. Do the instructional materials include contributions of multicultural/multiethnic groups? (Mean = 2.8) (Mean = 2.9)					8.7	33.3	32.5	4.0	21.4
7.9	36.7	25.2	8.6	21.6	11. Do the instructional materials avoid imposing the values, behaviors, or attitudes of any one group on any other group? (Mean = 2.9) (Mean = 3.2)					5.7	32.0	21.3	9.8	31.1
9.7	36.1	28.5	4.9	20.8	12. Do the instructional materials help students recognize the uniqueness of every individual? (Mean = 2.9) (Mean = 3.0)					10.5	32.3	26.6	4.0	26.6
17.5	38.7	19.0	5.6	19.0	13. Are the instructional materials presented in a manner that is not condescending to cultural/ethnic groups? (Mean = 2.6) (Mean = 2.9)					13.0	38.2	13.8	6.5	28.5
7.6	20.0	24.1	15.2	33.1	14. Do the instructional materials provide for the study of the historical and cultural developments of cultural/ethnic groups? (Mean = 3.4) (Mean = 3.5)					6.3	21.3	22.8	10.2	39.4
5.5	19.9	25.3	13.0	36.3	15. Do the instructional materials provide for the study of the traditions of various cultural/ethnic groups? (Mean = 3.5) (Mean = 3.6)					5.5	21.3	18.1	13.4	41.7
2.7	24.0	25.3	11.6	36.3	16. Are social group differences presented in ways that will cause students to look upon the multicultural character of our nation as a value? (Mean = 3.5) (Mean = 3.7)					3.2	18.5	19.4	14.5	44.4

CHECKLIST FOR CURRICULAR OFFERINGS

10.8	33.1	31.8	5.4	18.9	17. Does the curriculum promote values, attitudes, and behaviors which support ethnic pluralism? (Mean = 2.2)				
5.3	26.7	28.0	12.0	28.0	18. Does the curriculum help students examine differences within the among ethnic groups? (Mean = 3.0)				
9.3	34.7	22.7	6.0	27.3	19. Does the curriculum foster attitudes supportive of cultural democracy and other democratic ideals and values? (Mean = 3.0)				

TABLE 6 (continued)
OVERALL NEEDS EXPRESSED BY ALL JUNIOR HIGH TEACHERS

PERCENT RATING					CHECKLIST FOR CURRICULAR OFFERINGS (Continued)
Completely Represented	Well Represented	Slightly Represented	Not Represented	Not Applicable	
6.0	34.7	28.7	8.0	22.7	20. Do the curricular offerings provide for the process of positive cultural/self identification? (Mean = 3.0)
10.7	28.7	35.3	9.3	16.0	21. Do the curricular offerings show the contributions from multicultural/multiethnic groups? (Mean = 2.9)
6.0	25.3	23.3	19.3	26.0	22. Do the curricular offerings examine the differing values among multicultural/multiethnic groups? (Mean = 3.3)
1.3	14.7	26.7	17.3	40.0	23. Do the curricular offerings recognize different dialects? (Mean = 3.6)
6.1	21.6	31.1	12.8	28.4	24. Do the curricular offerings provide for the improvement of communication skills between multicultural/multiethnic groups? (Mean = 3.3)
3.4	22.8	16.8	11.4	45.6	25. Do the curricular offerings study the United States as having developed from multicultural/multiethnic groups? (Mean = 3.7)

CHECKLIST FOR INSERVICE PREPARATION

5.7	27.0	34.0	18.4	14.9	26. Does the school have systematic, comprehensive, mandatory, and continuing multiethnic and multicultural staff development programs? (Mean = 3.0)
4.8	23.8	36.1	19.0	16.3	27. Do the staff development programs provide opportunities for learning how to create and select multiethnic instructional materials and how to incorporate ethnic content into curriculum materials? (Mean = 3.1)
4.8	21.9	34.9	24.0	14.4	28. Do the staff development programs provide opportunities for participants to explore their attitudes and feelings about their own ethnicity and culture? (Mean = 3.2)

CHECKLIST FOR TEACHING METHODS AND STRATEGIES

8.6	34.4	30.5	10.6	15.9	29. Does the school provide a diversity of materials for teaching students of all multicultural/multiethnic groups? (Mean = 2.9)
6.6	35.1	20.5	12.6	25.2	30. Do your bulletin boards create a classroom atmosphere reflecting acceptance and respect for multicultural/multiethnic groups? (Mean = 3.1)

TABLE 6 (continued)
OVERALL NEEDS EXPRESSED BY ALL JUNIOR HIGH TEACHERS

PERCENT RATING					CHECKLIST FOR TEACHING METHODS AND STRATEGIES (Continued)
Completely Represented	Well Represented	Slightly Represented	Not Represented	Not Applicable	
8.6	28.5	23.5	9.3	25.2	31. Do your strategies help students examine differences within and among multicultural/multiethnic groups? (Mean = 3.1)
10.0	25.3	25.3	11.3	28.0	32. Is the appreciation of ethnicity incorporated in instructional plans rather than being supplementary or additive? (Mean = 3.2)
6.7	30.2	36.9	13.4	12.8	33. Do the teaching strategies make use of local community resources? (Mean = 2.9)

CHECKLIST FOR EVALUATION TECHNIQUES

When the following evaluation techniques are used to determine student achievement and progress, this checklist applies:

Standardized test	Discussion
Teacher made test	Projects
Individualized testing	Drill and recitation
Educational games	

15.1	41.8	16.4	5.5	21.2	34. Are the test items relatively free of a vocabulary that has different meanings for different multicultural/multiethnic groups? (Mean = 2.7)
22.9	45.8	9.7	6.9	14.6	35. Is the examiner free of biases that might affect the student's responses? (Mean = 2.4)
6.3	34.7	27.1	9.0	22.9	36. Do evaluation techniques take into account differences in values, attitudes, and experiences of individual students? (Mean = 3.0)
5.0	25.5	26.2	10.6	32.6	37. Are the evaluation techniques used to enhance social participation skills of a variety of multicultural/multiethnic backgrounds? (Mean = 3.4)
17.2	49.7	17.9	4.1	11.0	38. Are evaluation techniques used which insure that students understand what is asked of them? (Mean = 2.4)

TABLE 7
NEEDS EXPRESSED BY INVOLVED JUNIOR HIGH SCHOOLS

Assessment Dimensions Need Areas	Percent of Ratings					Mean Rating Score
	Completely Represented	Well Represented	Slightly Represented	Not Represented	Not Applicable	
<u>School A</u>						
Curricular Content and Objectives	5.9	30.1	17.2	10.2	36.6	3.4
Instructional Materials - (Print)	7.2	32.7	23.8	6.7	29.3	3.2
Instructional Materials - (A-V)	6.4	33.2	17.0	5.7	37.5	3.3
Curricular Offerings	6.4	29.7	19.1	7.3	37.1	3.4
Inservice Preparation	6.4	26.6	33.0	10.0	23.8	3.2
Teaching Methods and Strategies	7.9	32.2	23.2	6.8	29.6	2.9
Evaluation Techniques	14.7	43.1	14.2	5.6	22.1	2.8
<u>School B</u>						
Curricular Content and Objectives	5.6	29.8	26.8	5.6	31.9	3.3
Instructional Materials - (Print)	10.7	31.6	30.6	6.4	20.3	2.9
Instructional Materials - (A-V)	9.6	24.3	30.7	6.7	28.4	3.2
Curricular Offerings	7.5	26.3	29.1	6.0	30.9	3.3
Inservice Preparation	0.9	28.1	37.2	20.0	13.6	3.2
Teaching Methods and Strategies	11.3	29.0	27.9	9.8	21.7	3.0
Evaluation Techniques	11.4	37.7	20.7	5.4	24.5	2.9
<u>School C</u>						
Curricular Content and Objectives	5.0	31.4	24.1	12.9	26.9	3.3
Instructional Materials - (Print)	9.9	39.1	25.6	6.6	18.5	2.8
Instructional Materials - (A-V)	7.7	36.6	22.9	5.6	27.0	3.1
Curricular Offerings	8.6	31.5	31.1	8.6	19.9	3.0
Inservice Preparation	7.8	22.5	37.2	28.4	3.9	3.0
Teaching Methods and Strategies	9.0	38.6	28.9	9.6	13.6	2.8
Evaluation Techniques	20.7	40.8	17.1	6.5	14.7	2.5
<u>School D</u>						
Curricular Content and Objectives	3.6	16.5	33.0	24.2	22.7	3.5
Instructional Materials - (Print)	4.0	19.6	33.5	16.1	26.7	3.4
Instructional Materials - (A-V)	5.7	25.2	27.1	13.9	27.9	3.3
Curricular Offerings	3.7	20.6	29.2	22.5	23.7	3.4
Inservice Preparation	5.3	19.4	32.7	23.8	18.5	3.3
Teaching Methods and Strategies	4.1	23.7	32.9	19.0	20.1	3.3
Evaluation Techniques	7.2	36.9	25.0	10.9	19.7	3.0
<u>All Schools</u>						
Curricular Content and Objectives	5.0	26.6	25.3	13.6	29.2	3.3
Instructional Materials - (Print)	8.0	31.1	28.7	8.9	22.9	3.0
Instructional Materials - (A-V)	7.5	30.0	24.4	7.9	29.9	3.2
Curricular Offerings	6.3	27.5	27.5	10.9	27.6	3.2
Inservice Preparation	5.2	23.5	35.5	20.4	15.1	3.1
Teaching Methods and Strategies	8.3	30.9	28.4	11.6	20.6	3.1
Evaluation Techniques	13.4	40.1	19.0	7.4	20.1	2.8

vidual junior high resource teams during the school year 1979-80.

The most obvious area of concern has to do with the number of teachers responding in the "not applicable" category. If the objective of multicultural education is to help all students reach their potential, then the percentages in the "not applicable" category are too high. One can only surmise that the needs assessment instrument might not be invalid, or the teachers do not recognize multicultural education as having any worth. If the latter is true, then more staff development programs must be undertaken before additional progress occurs. The same situation basically holds true when analyzing the data by way of traditional subject or academic areas (TABLE 8).

Identification of Multicultural Classroom Resources

One of the projects of the Multicultural Education Task Force was to determine the amount of multicultural audiovisual material that exists in the elementary and junior high schools. The Task Force met with the Supervisor of Media Services to elicit suggestions as to the best way this could be done. The Task Force members were informed that partially because of the ordering and storage methods, it would be virtually impossible to get an accurate list of materials in the elementary buildings.

Consequently, the Task Force decided to concentrate this type of undertaking at the junior high level. It was found that a group contextual definition of multicultural was needed as a basis for identifying material. Such an operational definition was formulated and is as follows:

Multicultural is not another term for black or tehnic studies. Multicultural curriculum is not the study of other countries and other cultures. While these studies are components of multicultural education, other equally cultural components include sex, religion, age, socio-economic status, and physical, mental, and emotional exceptionalities. Multicultural curriculum is a manner to address these components in an effort to understand all cultural factors that affect a student's learning and behavior pattern in school.

TABLE 8
NEEDS EXPRESSED BY SUBJECT MATTER AREAS TEACHERS

Assessment Dimensions Subject Areas	Percent of Ratings					Mean Rating Score
	Completely Represented	Well Represented	Slightly Represented	Not Represented	Not Applicable	
<u>Art</u>						
Curricular Content and Objectives	20.0	37.5	5.0	20.0	17.5	2.8
Instructional Materials - (Print)	9.3	35.9	15.6	4.6	34.3	3.2
Instructional Materials - (A-V)	9.3	28.1	10.9	3.1	48.4	3.5
Curricular Offerings	6.9	20.8	11.1	2.8	53.3	3.8
Inservice Preparation	25.0	16.7	25.0	20.8	12.5	2.8
Teaching Methods and Strategies	22.5	20.0	15.0	10.0	32.5	3.1
Evaluation Techniques	22.8	28.5	2.8	2.8	42.8	3.1
<u>Foreign Languages</u>						
Curricular Content and Objectives	0.0	45.0	25.0	0.0	30.0	3.2
Instructional Materials - (Print)	11.3	65.9	18.1	9.0	18.1	2.8
Instructional Materials - (A-V)	6.0	30.3	27.2	12.1	24.2	3.2
Curricular Offerings	5.6	38.9	27.8	16.7	11.1	2.9
Inservice Preparation	0.0	45.5	0.0	54.5	0.0	3.1
Teaching Methods and Strategies	10.0	50.0	20.0	20.0	0.0	2.5
Evaluation Techniques	0.0	45.0	0.0	20.0	35.0	3.5
<u>Language Arts</u>						
Curricular Content and Objectives	0.8	35.0	39.4	13.1	11.4	3.0
Instructional Materials - (Print)	12.6	35.7	33.3	6.1	12.2	2.7
Instructional Materials - (A-V)	16.0	30.5	36.2	7.5	9.9	2.6
Curricular Offerings	2.9	33.7	44.9	10.2	8.3	2.9
Inservice Preparation	3.0	18.4	46.1	26.1	6.1	3.1
Teaching Methods and Strategies	7.8	30.4	39.1	13.9	8.6	2.9
Evaluation Techniques	14.7	45.2	26.0	1.7	12.1	2.5
<u>Mathematics</u>						
Curricular Content and Objectives	0.0	8.1	17.2	12.7	61.8	4.3
Instructional Materials - (Print)	5.0	23.9	15.5	10.0	45.3	3.7
Instructional Materials - (A-V)	2.1	13.9	13.4	5.7	64.9	4.2
Curricular Offerings	0.5	5.1	13.3	14.8	66.3	4.4
Inservice Preparation	4.5	15.1	33.3	19.6	27.2	3.5
Teaching Methods and Strategies	5.5	21.2	17.5	6.4	49.0	3.7
Evaluation Techniques	12.3	19.0	7.6	9.5	51.4	3.7
<u>Music</u>						
Curricular Content and Objectives	9.0	46.9	28.7	6.0	9.0	2.6
Instructional Materials - (Print)	9.4	37.8	35.1	2.7	14.8	2.8
Instructional Materials - (A-V)	6.0	34.2	18.7	2.6	38.2	3.3
Curricular Offerings	7.1	34.1	30.2	11.1	17.5	3.0
Inservice Preparation	2.7	32.4	37.8	10.8	16.2	3.1
Teaching Methods and Strategies	2.8	41.1	27.1	8.5	20.0	3.0
Evaluation Techniques	20.8	34.3	16.4	4.4	23.8	2.8
<u>Phy. Educ./Health</u>						
Curricular Content and Objectives	0.0	10.6	16.0	12.0	61.3	3.1
Instructional Materials - (Print)	3.6	15.8	34.7	8.5	37.2	3.6
Instructional Materials - (A-V)	4.5	22.2	28.7	11.1	33.3	3.5
Curricular Offerings	2.2	23.0	28.9	10.4	35.6	3.5
Inservice Preparation	0.0	11.1	17.7	31.1	40.0	4.0
Teaching Methods and Strategies	4.0	24.3	25.6	12.1	33.7	3.5
Evaluation Techniques	12.0	46.6	20.0	5.3	16.0	2.7

TABLE 8 (continued)
NEEDS EXPRESSED BY SUBJECT MATTER AREA TEACHERS

Assessment Dimensions Subject Areas	Percent of Ratings					Mean Rating Score
	Completely Represented	Well Represented	Slightly Represented	Not Represented	Not Applicable	
<u>Practical Arts</u>						
Curricular Content and Objectives	0.0	35.7	18.5	14.2	31.4	3.4
Instructional Materials - (Print)	6.4	32.1	25.0	10.0	26.4	3.2
Instructional Materials - (A-V)	5.8	27.4	27.4	7.8	31.3	3.3
Curricular Offerings	10.3	38.8	28.4	7.8	14.7	2.8
Inservice Preparation	0.0	30.5	52.7	5.5	11.1	2.9
Teaching Methods and Strategies	5.7	40.5	31.8	7.2	14.4	2.9
Evaluation Techniques	10.7	64.6	13.8	1.5	9.2	2.3
<u>Science</u>						
Curricular Content and Objectives	0.0	11.9	27.3	40.4	20.2	3.7
Instructional Materials - (Print)	4.8	23.6	31.7	18.2	21.5	3.3
Instructional Materials - (A-V)	1.2	36.3	26.7	12.1	23.5	3.2
Curricular Offerings	5.4	22.3	23.0	18.2	31.1	3.5
Inservice Preparation	13.7	27.4	29.4	17.6	11.7	2.9
Teaching Methods and Strategies	2.3	21.4	30.9	25.0	20.2	3.4
Evaluation Techniques	13.4	48.7	14.6	15.8	7.3	2.5
<u>Social Studies</u>						
Curricular Content and Objectives	22.5	40.8	32.2	0.0	4.3	2.2
Instructional Materials - (Print)	15.9	47.6	27.6	4.6	4.1	2.3
Instructional Materials - (A-V)	15.8	44.7	30.0	4.7	4.7	2.4
Curricular Offerings	21.2	44.7	27.6	2.9	3.5	2.2
Inservice Preparation	5.2	31.5	42.1	19.2	1.7	2.8
Teaching Methods and Strategies	19.1	45.7	26.5	4.2	4.2	2.3
Evaluation Techniques	8.5	42.6	36.5	7.3	4.8	2.6
<u>Special Education</u>						
Curricular Content and Objectives	0.0	13.3	31.1	8.8	46.6	3.9
Instructional Materials - (Print)	0.0	24.4	44.9	16.3	14.2	3.2
Instructional Materials - (A-V)	0.0	32.7	14.5	21.8	30.9	3.5
Curricular Offerings	0.0	21.8	33.3	16.7	28.2	3.5
Inservice Preparation	0.0	29.1	41.6	16.6	12.5	3.1
Teaching Methods and Strategies	11.3	22.7	43.1	18.1	4.5	2.8
Evaluation Techniques	14.2	23.8	35.7	16.6	9.5	2.8
<u>All Subject Areas</u>						
Curricular Content and Objectives	5.0	26.6	25.3	13.6	29.2	3.3
Instructional Materials - (Print)	8.0	31.1	28.7	8.9	22.9	3.0
Instructional Materials - (A-V)	7.5	30.0	24.4	7.9	29.9	3.2
Curricular Offerings	6.3	27.5	27.5	10.9	27.6	3.2
Inservice Preparation	5.2	23.5	35.5	20.4	15.1	3.1
Teaching Methods and Strategies	8.3	30.9	28.4	11.6	20.6	3.1
Evaluation Techniques	13.4	40.1	19.0	7.4	20.1	2.8

A concerted effort was made to adhere to the implied criteria while working in the individual junior high libraries in an attempt to identify A/V material. After the library material was identified, each junior high teacher received a listing of multicultural A/V material in his/her library, A/V material at the Elkhart Community Schools Educational Services Center, materials purchased by the ESAA Basic Grant, and a bibliography of recommended materials not presently in our school system (APPENDIX J - "Locally Validated Listing of Multicultural Resources").

REACTIONS FROM AN EXTERNAL PERSPECTIVE

If an evaluation plan is to be responsive, it needs to utilize a multifaceted approach. Therefore, a decision was made to utilize the services of an external tandem of group-process experts possessing a formative evaluation orientation. It was felt that an external perspective of Project functioning in the junior high schools would present a more balanced view of the integration process. In addition, individuals not associated with the Project would usually not be biased by the daily operations or close kinships that usually develop among professional colleagues. While it is important that an external perspective not become biased, it is imperative that these individuals be closely attuned to Project operations and functions, so as to develop a comprehensive understanding of the trials and tribulations at the grassroots' levels of function and the overall evaluation plan. Most important, however, is that this understanding and process delineation be eventually shared with the Project staff and other local professionals.

Information Collecting Methods and Considerations

The individuals selected were a consultant from the State of Indiana Department of Public Instruction and a professor from Ball State University. Both individuals possessed vast backgrounds in school desegregation areas and have developed extensive track records in process analysis and assessment. The external tandem spent five days interacting both formally and informally with teachers, students, administrators, and counselors. Their intent was to create a non-threatening atmosphere where the Project participants could relate and interact over identified trials and tribulations.

In some evaluation circles it is advocated that judgment data be part of any evaluation scheme. The term "judgment" has been used in a broad sense to include feelings, priorities, values, opinions, and attitudes.

Judgment and value data might provide critically important information about the development and implementation efforts of the school desegregation program because they represent what individuals perceive as happening. These perceptions may not correspond to the intentions or perceptions of those who designed the school desegregation efforts. However, what these involved individuals perceive as happening represents reality to them, and this might be far more important for the evaluation than what is supposed to be happening. Although the general approach was somewhat "free-wheeling" or quasi-structured, the tandem did focus on four dimensions for reporting and feedback purposes.

Effectiveness of Project Staff:

There was common agreement among students, teachers, administration and staff that the Resource Team along with the additionally-funded counselor have played an important role in the move toward integrating the schools. The intensity of the efforts for the Resource Team appeared during the first semester and focused primarily on ways for dealing with value differences among cultures, attitude formation, and human relations between faculty and differing racial groups. During the second semester, the Team has played a lesser role in either formulating or implementing programs beyond the awareness effort at the first of the year. Generally, people in the school recognized time devoted, plans made and carried out by the Resource Team and expressed appreciation for efforts which many persons said led to a "smoother transition than we might otherwise have had".

Influence of Project on Teachers:

While teachers generally praised the Resource Team members, most of them talked generally about its influence. In few cases were there direct link-

ages or indications of influence on teachers except, perhaps, in the area of attitudes. A few teachers noted that it was helpful to have external consultants present views on cultural differences and similarities; but that since most of the staff had been working with a minority population in the school for many years, such information was already known. It was important, many said, to have faculty discussions on how to deal with cultural differences as applied to classroom interaction and school behavior.

Benefits of Project on Students:

What direct influence the Project had on students may be summarized in a couple of ways, noting first that causal effects are not intended. First, the in-school suspension program was described by several students as a valuable option. As many noted, "When you know you have to stay in school but can't be with your friends, you realize that you won't be able to get outside to play around. It cuts down on goofing off". Second, for a few students knowing that other adults were available explicitly to talk about problems provided comfort. In a sense it extended the counseling role. There was substantial racial interaction during lunch, between classes, and during classes where student interchange was encouraged. Whether such interaction is attributable to efforts of the Project was not clear.

Future Program Dimensions:

Acceptance of one another has been accomplished for the most part. There is the need to continue to encourage minority involvement in activities. Discussions of how that encouragement should be promoted should occur. Systematically scheduled meetings should be designed to examine in-depth the extent of content coverage of ethnic groups. Sequential development of ethnic curricula should be undertaken.

CONCLUSIONS AND RECOMMENDATIONS

Before drawing any conclusions from this evaluation, thought must be given to the validity and reliability of responses to questionnaires and professionally-recognized instruments. In cases where random samples were used, it is hoped that the samples were representative of a cross-section of the professional staff and identified student population. Some caution might be exercised with respect to generalizing these findings to other settings and/or school desegregation/integration programs because of a lack of systematic direct observation of involved student or inservice teacher functioning; the variations in attitudes and behavior patterns from junior high school to junior high school; and the lack of comparison data from another demographically-matched school system. Secondly, it is difficult to make an overall judgment regarding the accuracy of responses relative to the attitudes of the respondents and the methods and settings for administering various questionnaires and surveys. To make a truly valid assessment, perhaps the standardization of directions for administration instruments would provide more accurate data. It was also assumed that the items on the questionnaires and instruments were not misinterpreted by the respondents; that the respondents did not pursue tangential and/or related issues when reflecting and responding to the items or questions; that the respondents did not pass on the instrument(s) to someone else to complete; and that the respondents did not have any strong prejudices against this type of evaluation which might have influenced their response patterns.

Conclusions Based on Limitations and Findings

Based on the data and information collected by way of a variety of measures and techniques, the following conclusions are a result of this extensive evaluation.

- Communication and dissemination of pertinent information, relative to the Project, were integral parts of the Project's operations and have led to the general acceptance of the Project.
- Identified objectives of the School Desegregation Project related to the inservice preparation of teachers are being achieved in terms of quality and quantity of programs.
- The alternative education program (in-school suspension) has enabled many students to remain in school in an educational environment rather than being suspended out of school.
- Student involvement in extracurricular activities has been an effective means of promoting interracial cooperativeness, interdependence and mutual support.
- Student/school relations are greatly enhanced by frequent parent/school communication.
- Student perceptions of school climate have varied between the different school populations.
- The self-concept of the students across grade levels has not differed to any great extent.
- Student acceptance of others has varied significantly among students when considering sex and race.
- Inservice activities have assisted teachers to gain a better understanding about multicultural education.
- A great number of teachers feel that the multicultural education objectives do not apply to their area of instruction.
- The junior high schools and the school system possess a large quantity of multicultural education resource materials.
- Reactions from an external perspective indicate that the first year of the desegregation program has been successful in each of the four junior high schools; however, there are areas of concerns to be addressed in subsequent years.

Recommendations for Future Planning and Consideration

The following recommendations are set forth based on implicit and explicit perceptions, observations and findings resulting from the evaluation effort along with the above generated conclusions.

- Every effort should be made to continue to effectively communicate and disseminate information relative to Project activities within the school system and local community.
- Every effort should be made to continue to provide inservice activities for staff as it relates to enhanced desegregation/integration of the school system.
- Every effort should be made to maintain the alternative education programs in the junior high schools to provide needed assistance to students displaying inappropriate behavior in school.
- More students should be encouraged to participate in extracurricular activities to promote better inter-racial understanding, acceptance and cooperation.
- Every effort should be made to maintain the practice of open and frequent communications with parents.
- Continued concerted efforts need to be made to assist students in establishing healthy attitudes toward desegregation.
- The four junior high schools should make every effort to improve students' attitudes, and acceptance of school climates.
- Every effort should be made to maintain or improve student self-concept.
- Continued efforts should be made to improve students' attitudes and acceptance of others.
- Teacher inservice training specifically related to integration and multicultural education should be continued at both the system and building level.
- More staff development programs and inservice activities need to occur within the school system in order to assist teachers' understanding of the significance of multicultural education.
- Teachers should be encouraged to make better utilization of available resources in the area of multicultural education.
- Continued support and encouragement should be given to the junior high schools as they proceed into the second year of the desegregation program.

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APPENDIX A

"Evidence of Public Relations and Dissemination Activities"

DATE	AUDIENCE	PERSON/AGENCY/ OFFICE/OCCASION INVOLVED	MODE OF INFORMATION DISSEMINATION
8/13/80	General Public Elkhart Area	The Elkhart Truth	Newspaper Articles
8/19/80	General Public South Bend/Elkhart Area	WSJV-TV	Television Broadcast
8/19/80	General Public South Bend/Elkhart Area	WSBT-TV	Television Broadcast
8/14/80	Elkhart NAACP Leadership	Board of Elkhart Chapter NAACP	Verbal Presentation, Question & Answer Period
8/20/80	Elkhart Community Schools Staff	Elkhart Community Schools Human Rela- tions Committee	Human Relations Handbook Distribution
8/21/80	Brookdale Junior High Faculty	Brookdale Junior High Faculty Meeting	Verbal Presentation, Question & Answer Period
8/21/80	West Side Junior High Faculty	West Side Junior High Faculty Meeting	Verbal Presentation, Question & Answer Period
8/22/80	Elkhart Community School Counselors	School District Guidance Department	Verbal Presentation, Question & Answer Period
8/25/80	General Public South Bend/Elkhart Area	South Bend Tribune	Newspaper Article
8/29/80	General Public Elkhart Area	WTRC	Radio Broadcast (30 Min. Interview)
9/5/80	North Side Junior High Faculty	North Side Junior High Faculty Meeting	Verbal Presentation, Question & Answer Period
9/5/80	Pierre Moran Junior High Faculty	Pierre Moran Junior High Faculty Meeting	Verbal Presentation, Question & Answer Period
9/9/80	Elkhart Community School Administrators	General Administration Meetings	Verbal Presentation, Question & Answer Period
9/11/80	Indiana State Depart- ment of Public Instruc- tion - EEO Consultant	Tim Giles	Verbal Presentation, Question & Answer Period
9/11/80	Ball State University Professor	Dr. Charles Payne	Verbal Presentation, Question & Answer Period
9/12/80	General Public Elkhart Area	The Elkhart Truth	Newspaper Articles

DATE	AUDIENCE	PERSON/AGENCY/ OFFICE/OCCASION INVOLVED	MODE OF INFORMATION DISSEMINATION
9/16/80	Neighboring School District Administrator	Alma Powell, ESAA Project Director	Verbal Presentation, Question & Answer Period
9/16/80	Neighboring School District Administrator	Roselyn Cole, Prin- cipal of South Bend Middle School	Verbal Presentation, Question & Answer Period
9/16/80	Elkhart Community Schools Curriculum Development Committee Members	Health and P.E. Curri- culum Meeting	
9/17/80	Director of Elkhart Urban League	Dr. Ruth Lambert	Verbal Presentation, Question & Answer Period
9/18/80	President of Elkhart Teachers Association	Ms. Gloria Earl	Verbal Presentation, Question & Answer Period
9/18/80	Central High School Parents	Central High School Parent Advisory Committee	Verbal Presentation, Question & Answer Period
9/19/80	President of NAACP	Cora Breckenridge	Verbal Presentation, Question & Answer Period
9/29/80	Parent/Teacher Leaders	Junior High School Steering Committee	Verbal Presentation, Printed Material, Question & Answer Period
10/1/80	Indiana University at South Bend Professor	Dr. Richmon Calvin	Discussion
10/3/80	Project Personnel	Project Student Relation Assistants	Verbal Presentation, Question & Answer Period
10/9/80	Elementary Teacher/ Leaders	Elementary Resource Team	Verbal Presentation, Question & Answer Period
10/11/80	Notre Dame Professor	Dr. Joseph Scott	Discussion
10/13/80	State Department of Public Instruction Consultant	Rich Phelps	Discussion
10/14/80	Elkhart Community School Administrators	General Adminis- tration Meetings	Verbal Presentation, Question & Answer Period
10/14/80	School Board Members	Executive Session of Board of Education	Verbal Presentation, Printed Material, Question & Answer Period

DATE	AUDIENCE	PERSON/AGENCY/ OFFICE/OCCATION INVOLVED	MODE OF INFORMATION DISSEMINATION
10/15/80	Elkhart Community Schools Administrators	Secondary Principals Meeting	Verbal Presentation, Printed Material, Question & Answer Period
10/15/80	Elkhart Community Schools Administrators	Elementary Principals Meeting	Verbal Presentation, Printed Material, Question & Answer Period
10/18/80	Elkhart Community Schools Curriculum Development Committee Members	Science Curriculum Meeting	Verbal Presentation, Question & Answer Period
10/23/80	Project Personnel	Project Counselors	Verbal Presentation, Question & Answer Period
10/27/80	Regional Desegregation Assistance Center Personnel	Illinois/Indiana Desegregation Assis- tance Center	Discussion
10/28/80	Elkhart Community Schools Curriculum Development Committee Members	Health and P.E. Textbook Adoption Committee	Verbal Presentation, Question & Answer Period
10/31/80	Local Service Club Members	Breakfast Kiwanis Club	Verbal Presentation, Question & Answer Period
11/7/80	Project Personnel	Project Student Relation Assistants	Verbal Presentation, Printed Material, Question & Answer Period
11/10/80	Cross Section of Patrons	Community Advisory Council Meeting	Verbal Presentation, Printed Material, Question & Answer Period
11/80	Elkhart Community Schools Staff & Other School Publics	Corner School House	Article in House Publication
11/80	Student Population	Genesis (Memorial High School Publica- tion)	Article in Student Publication
Beginning 8/80 Bi- Weekly for Project Duration	Central Office Adminis- trators	Regular Bi-Weekly Staff Meetings	Verbal Reports, & Occasional Printed Material

DATE	AUDIENCE	PERSON/AGENCY/ OFFICE/OCCASION INVOLVED	MODE OF INFORMATION DISSEMINATION
12/3/80	Project Personnel	Project Counselors	Verbal Presentation, Question & Answer Period
12/5/80	Project Personnel	Student Relations Assistants	Verbal Presentation, Question & Answer Period
12/10/80	Principal Advisory Council	Daly School Parents	Verbal Presentation, Question & Answer Period
1/19/81	Cross Section of Patrons	Community Advisory Council Meeting	Verbal Presentation, Printed Materials, Question & Answer Period
1/26/81	Title I District Advisory Council Meeting	Members of the council, parents, teachers, administrators	Verbal Presentation, Question & Answer Period
2/4/81	Project Personnel	Project Counselors	Verbal Presentation, Question & Answer Period
2/6/81	Project Personnel	Student Relations Assistants	Verbal Presentation, Printed Materials, Discussion
2/12/81	Principal Advisory Council	Hawthorne School Parents	Verbal Presentation, Printed Materials, Question & Answer Period
2/13/81	Elkhart Community School Teacher Inservice	Elementary & Secondary Teachers	Verbal and Audio Visual Presentation, Printed Materials, Question & Answer Period
2/26/81	Senior Citizens	Urban League Commu- nity Group	Verbal Presentation, Question & Answer Period
3/6/81	West Side Junior High Faculty	West Side Junior High faculty meeting	Verbal Presentation Question & Answer Period
4/13/81	Project Personnel	ESAA Staff	Verbal Presentation Question & Answer Period
4/15/81	School Board Members	Executive Session of Board of Education	Verbal Presentation, Discussion
4/21/81	Cross Section of Patrons	Community Advisory Council Meeting	Verbal Presentation, Discussion
4/28/81	Goshen College Students	Current Issues in Education Class	Verbal Presentation, Question & Answer Period

DATE	AUDIENCE	PERSON/AGENCY/ OFFICE/OCCASION INVOLVED	MODE OF INFORMATION DISSEMINATION
4/81	Elkhart Community Schools Staff & Other School Publi- cations	Corner School House	Article in House Publication
5/9/81	General Public	Display booth at Pierre Moran Mall Shopping Center	Literature, Displays, A/V



THE ELKHART TRUTH, AUGUST 23-24, 1980

ELKHART COMMUNITY SCHOOLS officials discuss the school district's integration plan at a press conference Friday. They are (from left) assistant superintendent Robert

Franklin; Central High School counselor Anthony Byrd; Elkhart Teachers Association President Gloria Earl; Central High School teacher Pam Smith; superintendent Richard

Miller; and Lavar Johnson, director of the integration assistance effort. Story on Page 1. (Truth Photo)

Desegregation Effort Opens Monday

Schools, Students 'Well Prepared'

By TOM JACOBS

The question seemed straightforward enough when it was asked at a Friday Elkhart Community Schools press conference: How many students will be affected by Elkhart's junior high desegregation program?

Robert Franklin answered quickly. That is approximately the number of junior high students who will be bused to a school they otherwise would not attend.

But Gloria Earl, new president of the Elkhart Teachers Association, had a different answer.

"All of the students will be affected by the change — and positively," she said with certainty.

School officials have been working for more than a year to see to it that the second answer to the question is correct. How well they have succeeded will be known Monday morning, when the program gets under way.

"We are anticipating and hoping for a very smooth transition period," said desegregation program director Lavar Johnson. "There is probably some anxiety with the new situation, but hopefully we in the schools will make this a positive experience for the black community and the white community."

"Things have been well prepared," said superintendent Richard Miller. "The re-

sponses have not all been positive, of course, but we've had a relatively small number of telephone calls about concerns."

For this fall, the junior high school attendance area boundaries have been changed to assure that the four schools will have a roughly equal mix of black and white students. Last year, 69 percent of Pierre Moran Junior High School's students were black, while the other schools had very small minority populations.

Miller said that the students involved and their parents have been well-prepared for the events to come on Monday.

"Last spring, each of the junior highs had orientation sessions for parents," he said. Most students and their parents have visited the schools the students will attend, he said.

Meanwhile, a number of teachers have been taking training in developing a "multicultural curriculum" — that is, one that attempts to teach students to accept and appreciate other cultures, and that attempts to make classes relevant to students of varying backgrounds.

Throughout the upcoming school year, committees of teachers, under the direction of Central High School counselor Anthony Byrd, will be "examining our curriculum guides" in an attempt to make them multicultural, according to assistant superintendent Franklin. He said he considers this a "multisyear, evolu-

tionary type of project."

To assist parents, students and teachers who have questions in the immediate future, however, the public relations component of the school district's human relations committee has prepared a booklet on integration.

The booklet, prepared under the supervision of Central High School teacher Pam Smith and unveiled at the press conference, contains an integration vocabulary list, questions and answers about the integration program, and a directory containing the names and telephone numbers of all staff members involved in the program.

The booklet will be available at all schools and will be distributed to local civic organizations, Mr. Smith said. Any interested citizen wishing a copy can call 295-6911 and ask for Goldie Ivory's office.

Anyone with integration questions of any kind can call 295-4996 during regular business hours.

"If anyone has a question, call," said Miller. "Get a response from the building principal...the superintendent or anyone else, rather than taking something they heard from a neighbor."

Any administrator will be happy to tell interested persons the details of and the "reasoning behind" the program, he added.

Desegregation Accomplished

Next for Schools:

Getting Together

By TOM JACOBS

"We have successfully desegregated the schools. Now we're into the long-range program: integrating them."

That is the capsule assessment of Robert Franklin, assistant superintendent of the Elkhart schools, of the first two months of the school district's desegregation plan.

Desegregation, as Franklin defined it, is "just bringing people under the same roof." Integration, he feels, goes beyond that; it includes getting the youngsters in any one school to work, play and be together, regardless of a student's race or social position.

With time, Franklin is convinced that even that difficult task can be accomplished.

The first phase of the desegregation plan began with the opening of school in August. At that time, a new set of boundaries for junior high school attendance was put into effect.

Last year, one junior high school — Pierre Moran — had a 50 percent minority student population, where the other three schools had few minority students. The goal of the new boundaries was for each of the four schools to have a minority population of 12 to 17 percent.

According to figures released by the schools, that goal was not quite met. Currently, the four schools range from 11 percent minority at Brookdale to 19 percent minority at Pierre Moran. North Side is 18 percent minority, while West Side is 14 percent.

"We feel very good about the way things worked out," said Eugene Hungate, director of data processing. "It didn't meet our ideal, but it's well within acceptable limits."

The total minority population of the district is 14.7 percent, Hungate said. Among secondary students, the minority population is 15.3 per-

Would Rather Go to Central

Why do we have to take a bus about 9½ miles away just to go to school, when we can walk not even half a mile to school?

Also, why did it just take them one year to do that, but they have been working on switching sixth grade into junior high and ninth grade into high school for about two years, and yet they haven't begun to start doing it?

I would like them to have done that so that I wouldn't have had to come to Brookdale at all. I could have just gone to Central.

ANGIE JAMES

THE ELKHART TRUTH, FRIDAY, SEPT. 26, 1980

'...a very noble first step — James Pyles of the NAACP

cent Central High School is 11 percent minority, while Memorial is 13 percent minority, he added.

The elementary schools are, to a large extent, racially segregated, and they will remain so after phase two of the plan goes into effect next fall. In August, two elementary schools, Weston and Rich, will be closed, and elementary attendance area boundaries will be shifted accordingly. But the neighborhood school concept will remain, and most children will attend school near their homes.

Because of that fact, the local

for the Advancement of Colored People has filed a complaint against the school district with the federal Office for Civil Rights. The complaint alleges that the district is discriminating against blacks, an allegation school officials deny.

The OCR's Orville Barry said last week that he does not know when the agency will rule on the complaint.

Integration goes beyond 'just being under the same roof' — Asst School Supt. Robert Franklin

plan. He said it will not be within the next few weeks if the OCR rules that the school district is guilty of discrimination, it can begin actions that could lead to the cutoff of federal funds.

The NAACP's James Pyles said that, "From the people we've talked to, the (junior high) plan has been smoothly implemented. A lot of good work has been done."

"We hope this gives the board and the community encouragement to expand the program to the elementary level," he added. "The true beneficial effects of integration really can't happen until we start it at the earliest grades and move forward."

Pyles added, however, that the school district has "made a very noble first step." He said he agrees with Franklin that, now that junior high desegregation is a fact, true integration is the next step.

To help achieve that, Franklin said many after-school and extra-curricular programs are being started in an attempt to get black and white kids to spend time together.

"Everything I hear says they (black and white students) are mixing," Franklin said. "Minorities are taking part in the athletic teams, the cheerleading teams."

In addition, a committee of teachers directed by Tony Byrd has begun the long process of examining the school district's entire curriculum to see how it can be made multi-cultural.

According to Byrd, the committee is drafting a questionnaire that will be distributed to all teachers. Teachers will be asked such questions as "Is a multi-cultural country presented in class as a positive thing?" and "Does your material (such as textbooks) tell how members of different ethnic groups contribute to our culture?"

In this way, Byrd said, school officials will have an idea of to what extent the curriculum is already multi-cultural, and how much work

Jr. High Football Desegregation

Goes Well, Too

THE ELKHART TRUTH, FRIDAY, SEPTEMBER 12, 1980

By RICK MEYER
Truth Sports Writer

Athletically, the Elkhart Community Schools' junior high school desegregation program is going according to the "game plan." At least that's the opinion of the four freshmen football coaches in the city.

"Everything is working really well," Brookdale's Mike Cebra said. "Team morale is good, and nothing seems much different than before."

Buses began taking some students to new buildings last month, giving schools an equal racial mix of black and white.

"Everyone knew it would be a challenge, but it's worked out better than expected," Dan Randolph of West Side stated. "Our players accepted it not only for athletic purposes, but they're having fun with each other."

Others agree.

"The players aren't bothered by it, and their attitudes have been super," North Side's Phil Stillson pointed out.

Even the coach who lost the most by the new plan, Jim Cory of Pierre Moran, is optimistic. "The players feel a part of the school," he insisted.

Pierre Moran opened freshman practice with only 11 candidates, picked up four more by the time school started and presently has 15.



MIKE CEBRA
Brookdale



JIM CORY
Pierre Moran

"Because of busing, I lost a lot of the kids who would have been playing at Pierre Moran this year," Cory explained. "It wasn't by intention — it's just one of those things that happened. It may take a year or two, but we can recover from it."

Numbers at the other three schools are high. West Side reports 35 freshmen players, North Side 34 and

little more depth," Cebra said. Stillson pointed out, "I think players are now distributed a little more throughout the city."

All four coaches have been equally pleased with the bus schedule, which is altered on a day-to-day basis to accommodate each school's needs.

"The bus schedules are flexible and vary throughout the week," said Dave Rowe, supervisor of transportation. "The schools prepare a schedule in advance, and it's our responsibility to make sure everything is covered."

Buses usually make two runs at all four schools, although sometimes there is one pick-up and other occasions call for three runs.

Buses take home football and volleyball players for seventh through ninth grades. The earliest pick-up is 4:30 p.m. and the latest at around 7:45 p.m. when a team returns from an away contest.

"The buses usually make three different stops, and the longest anyone would be on a bus is about 45 minutes," Rowe pointed out. "It works best when the bus is half full. If a bus becomes clear full, we usually split it because it makes too long a ride."

At Pierre Moran and Brookdale, two buses are supplied at each pick-up time. North Side and West Side need only one on-site.



DAN RANDOLPH
West Side



PHIL STILLSON
North Side

Brookdale 29. Of the 117 ninth graders on the gridiron, 29 are black. Each of the four schools has between six and eight black players.

"Some of the new players have made us a stronger team, and everyone appreciates their ability," Randolph continued.

"It hasn't made us a more powerful team but given us a

THE ELKHART TRUTH, FRIDAY, AUGUST 15, 1980

Board Adopts Hiring Goal Dealing With Minorities

By TOM JACOBS

A set of affirmative action goals for hiring members of minority groups was adopted by the Elkhart school board Tuesday night.

The goals are the same as those adopted by the board one year ago.

The short-range goal calls for the school district to have at least one minority certified staff member — that is, teacher, counselor or administrator — in each school. It states that this should be accomplished without decreasing the number of minority employees in other schools and without transferring minority staff members.

The long-range goal calls for 6 to 8 percent minority certified staff members in each school.

No current figures on minority employment in the schools were available this morning. However, a report issued last August said that, at that time, all but two schools had at least one certified minority staff member.

"We are making slow but steady progress" toward achieving the short-range goal, assistant superintendent Robert Franklin said Tuesday night.

In a related matter, Franklin announced that Levar Johnson, principal of Roosevelt school, has been appointed director of the school district's integration assistance project.

As part of that project, which is being funded by a \$250,000 federal grant, a number of new staff members will be hired, including three new junior high counselors and three new junior high teacher aides.

Franklin said, "We are busy interviewing" to fill these positions, adding that he hopes the counselors and aides will be hired before school begins Aug. 25. He said he hopes that some of those new employees will be members of minority groups.

In other business, the board voted to increase the price of school lunches from 50 to 55 cents for students and from 65 cents to \$1.05 for adults.

Valorie Hyser, supervisor of food services, said the increase is necessary because the district is losing 10 1/2

cents for every student meal served.

Ms. Hyser said that the administration did not wish to raise prices the full 10 cents because of local economic conditions. She said she "hopes that an increase in commissary efficiency this year, plus the 5-cent increase, will be enough for the school district to break even."

THE ELKHART TRUTH, WEDNESDAY, AUGUST 13, 1980

School Posts Filled

Delbert Detwiler, principal of Weston school for the past four years, has been appointed principal of Roosevelt school, according to Floyd Longenbaugh, director of personnel, Elkhart Community Schools.

He replaces Levar Johnson, who earlier was appointed as director of the federally funded desegregation facilitation project.

Sara Boyland, principal of Lincoln school, will be principal of both Lincoln and Weston schools during the upcoming school year, Longenbaugh said.

THE ELKHART TRUTH, FRIDAY, AUGUST 29, 1980

Scrappers Now Ride Separate Buses

The seventh grade students who had been fighting on a late afternoon Brookdale Junior High School bus run have been separated into two different buses, Principal Mark Mow said this morning.

Mow said, however, that the separation had nothing to do with the incidents, which he described as "more horseplay than any kind of fighting."

Thursday afternoon, the school began running two buses at 4:30 p.m. One went

out to the Bristol area, while the other went toward Feeser school and into the city of Elkhart, he said.

Bristol-area parents had complained that city youngsters were fighting with their children on the bus.

Mow, however, said these reports of fighting have been "blown out of proportion."

He said the second bus run was added because the ride was so long — "the whole loop is an hour and a half ride" — and because the bus

was too crowded.

"There were approximately 60 kids on that bus," he said.

Mow said that the second bus run would have been added because of those two reasons regardless of any

fighting.

Mow said he and David Rowe, director of transportation for the school district, met with about 18 parents from the Bristol area Thursday morning to discuss the situation.

ATTENTION!

Elementary and Junior High School Parents! They're now busing JUNIOR HIGH but, do you want your small child bused to the other side of town next year?

If not let's stop it before it happens. Don't pay your book rental in protest of JUNIOR HIGH BUSING! Your taxes should pay for book rental and DO in most other states.

BY PETITION
HARRY ELLSWICK
and others

November, 1980

GENESIS

Johnson on causes of resegregation

by Bob Dixon



Levar Johnson

"I don't know all of the inner workings of the high school and the high school programs, but I think a greater effort can be and should be made to encourage minority participation in other activities," says Levar Johnson, project director for the ESA (Emergency School Aid Act) basic grant which serves Elkhart Community Schools to implement its voluntary plan to prevent minority group isolation and provide for greater integration. "I think involvement is an advantage for students and I think there are enough activities that you can meet almost any interest needs that the student may have. I think it's a problem that should be addressed, some concerted efforts should be taking place to improve minority participation in activities."

Johnson says, "The program is basically at the junior high level at this point, but from my position we are interested in the complete desegregation or prevention of isolation of racial groups throughout the whole school system."

In evaluating how well the Elkhart schools have been desegregated, Johnson says, "In terms of desegregation, at the junior highs and senior highs, I think it's pretty good. (As far as) elementary, we have some problems. In terms of integration, that is, the interaction of students once they are brought together in the same area, I think we have some problems still."

He continues, "It's voluntary segregation, or we generally term it now as 'resegregation.' I'm basically opposed to it in that I think integration is a more positive way to exist. I think while pressures and activities should occur that would enhance the integration process."

As to the cause of this problem, Johnson believes, "We're dealing with the socioeconomic background of the families. I think, in that many of the students are coming from families that have not held education in high esteem, who have themselves maybe have a high school education or less and therefore really haven't projected to their children the advantages of sending their children to school or to college, and therefore they don't encourage them in these areas."

"A lot of times, it's easier to choose, or it seems better to choose, easier courses as an easy way out, not being really aware of the advantages of different programs," Johnson concludes when asked why so few minority students are enrolled in advanced college preparatory courses.

"I don't think you can attack that problem as a group problem. It will have to be individualized and there are students of both races that can be encouraged to interact. I realize also that there is a lot of peer pressure that we are dealing with, but there are those who are willing to venture out and with encouragement, would step up in that direction. I think someone has to know individuals and encourage individuals to take part," says Johnson. "Minorities can feel that they are not only a part in terms of attendance, but a part of the decision-making activities, too."

Johnson comments, "I am personally optimistic about Elkhart Community Schools in general. Being a product of the system, and having been in it for a long time, I feel very positive about it. I think we're moving in the right direction, as long as we realize that there is more to be done."

In comparing Elkhart with other school districts, he says, "In that Elkhart has chosen to address the problem and tried to resolve it, we seem to be ahead of many school districts. At least, we're not waiting for a court action to take steps. I think it's something that won't happen overnight; it takes time."

Schools Will Seek Grants for Program

By BIL HARP

The Elkhart School Board Tuesday gave its approval for the administration to pursue federal grants to continue desegregation efforts and explore the possibility of a magnet school.

One grant would provide funds to continue the study of the current desegregation plan in the community school system, according to Gene Hungate, director of federal programs and data processing for the schools. The current program provides for desegregation in the junior high schools and is operating through a \$30,000 grant under the federal Emergency School Aid Act, according to assistant superintendent Robert Franklin.

As part of that program the board last May said it would investigate further the possible establishment of a magnet school that would attract students with interest in certain areas.

According to Levar Johnson, the school systems integration officer, the grants would only allow the administration to draft a program for the proposed magnet school. Exactly what type of school that would be at this point is not known.

Johnson said it would resemble the current gifted students program at Roosevelt School that brings designated gifted students from other schools into Roosevelt for special classes.

Johnson said the magnet could have an effect on integration, especially if it was housed in a predominantly black elementary school.

Hungate said all costs of the studies would be paid by the federal government and the Elkhart schools would be under no obligation to adopt any plan.

However, he said, "The hope, once a plan is developed is that you (the school board) will say this is what we want to do."

Franklin said the matter could be investigated within the system without federal aid, but noted that the studies would "be more in depth with outside money."

Another grant approved would provide federal money to study the elimination of "racial isolation at the elementary level."

Board members initially balked at approving that proposal. They said that, considering programs already under way or proposed for the coming year, it is too soon to start such a study.

The schools have until Dec. 5 to apply for the federal money and a decision on how much the local school system will get should come in March.

Johnson said the amount of funds would depend on the "kind of program we draw up."

The plan to integrate the elementary schools could include grade reorganization, school boundary adjustments or even school closings, school officials said. Closing of at least one school, Lincoln, is under study because of decreasing enrollments.

Any plan could be vetoed by the board before funds are allotted.

Also approved during the board's regular meeting Tuesday was a request for a federal grant to for a complete analysis this summer of the present Comprehensive Action Planning and Program Systems.

That grant would allow development of testing in all grade levels to determine competency. Presently that kind of testing is done only in math, social studies, language arts and science.

The plan also could eliminate taking too much class time conducting achievement tests, officials said.

It also was announced that schools will be dismissed an hour early election day to give all eligible voters in the schools a chance to vote. The action is mandated by state law.

SUPERINTENDENT'S ADVISORY COUNCIL

MINUTES
December 3, 1980

The regular meeting of the Superintendent's Advisory Council was called to order by the president, Jack Turnock.

The following members were present:

Patrons - Virgil Claassen	David Pfister
Don Barfell	Jack Turnock
Stephen Jones	Jean Ann Young
Walter Walters	Marilyn Anderson

ECS Administrators -

Warren Breniman	Charles Yoder
Al Bias	Robert Franklin

Excused Absence -

Narcia Kotick	George Freese
Kathy Harbaugh	Andrea Hartman

Guests Present -

Gene Hungate	Levar Johnson
Richard Lantz	

The minutes of the meeting of November 5, 1980 were approved as submitted.

Concerns of the Council

Dr. Breniman gave the Council a synopsis of the workings of the extra-curricular bus schedule. He stated that on the plus side it has been used and appreciated by both students and parents. It has helped integration as well as student support of games. It has given transportation to those who otherwise would not have had transportation. On the minus side there is still difficulty in scheduling due to practices, games, etc. and the number of schools and students involved. This however is improving. The discipline problem is nothing new and no additional problems have been noticed. The Board has approved the extra-curricular bus schedule for the remainder of the year and, in general, everyone seems to be well pleased.

Concerns of the Superintendent

- A. Dr. Franklin stated that Dr. Miller has requested that the next meeting date be changed from January 7, 1981 to January 14, 1981. This was agreed upon by the Council.

Page two
Superintendent's Advisory Council
December 3, 1980 Minutes

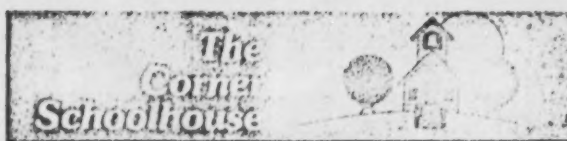
- B. Richard Lantz, Director of Building Services, explained the maintenance program of ECS. He pointed out that Building Services has somewhere near 20 employees and maintenance experts in nearly all fields. Most work is done within the system and outside contract labor is used only when necessary. The report was informative and interesting and Council questions were answered.
- C. Gene Hungate and Levar Johnson spoke concerning Integration Basic Grants. Mr. Hungate explained that Federal funds will provide for integration as well as desegregation. He listed the different places the funds are being used and how all students are being benefited. Mr. Johnson spoke concerning the submission of the application for funding for 1981 which is being done this week. Questions were answered.
- D. Dr. Franklin distributed a handout on Rule C-1 and talked about the testing program and the local advisory committee of 25 people who meet four times a year to determine local standards. He also distributed copies of the proposed legislative program for 1981 and we discussed the possibility of the Council interacting with State legislators. It was decided at this late date we would not attempt to meet with them, however we might want to do this after their session.

Next Meeting

Wednesday, January 14, 1980, 7:00 p.m.

Respectfully submitted by:

Marilyn Anderson
Secretary Pro Tem



Volume 8, Number 8
April, 1981

Elkhart Community Schools

Non-Required Plan to Prevent Minority Isolation and Provide Greater Racial Integration

by Lever Johnson
Project Director, ESAA Basic Grant

Beginning with the 1980-81 school year, the Elkhart Community Schools has implemented a non-required "Integration Plan" for the school district's four junior high schools. The initial phase of a multi-year plan has reduced the projected 1980-81 minority student enrollment at Pierre Moran from 51 percent to 19 percent. The other three junior high schools' projected minority enrollments increased at Brookdale from 2 percent to 16 percent, at North Side from 5 percent to 11 percent, and at West Side from 8 percent to 14 percent.

Project Coordination

The integration project has required the coordination of many activities throughout its duration. The work of various groups such as teachers, administrators, the Community Advisory Council, student population, etc., needs to be coordinated. Some of the coordination activities that are ongoing are:

1. Generate interest and insure participation among teachers and administrators in inservice activities.
2. Correspond with interested professionals, maintain records, and assume responsibility for details.
3. Organize and coordinate developmental and implementation activities.
4. Coordinate the organization of workshop presentations for teacher inservice.
5. Coordinate project activities in selected target areas.
6. Disseminate information to various educational agencies or institutions interested in school desegregation implementation efforts and activities.
7. Meet with Department of Public Instruction officials to discuss ways to maximize the impact of intervention strategies.

In addition to the above responsibilities, the Project Director is working to determine the extent to which performance standards for the proposed project are actually being met.

Project Technical Assistance

To date the project has received consultant services from a number of sources assisting in the areas of program development, implementation and evaluation. These consultants have come from local agencies, the local school system, and Dr. Charles Payne of Ball State, Drs. Harold Harty and Richmond Calvin of Indiana University, and Dr. Joseph Scott of Notre Dame University.

Multicultural Curriculum Development

To determine the quantity of multicultural educational experiences and opportunities in the Elkhart Community Schools, it was necessary to do a needs assessment/self-evaluation with all classroom teachers. The assessment instrument was designed to determine the following: curricular content, instructional materials, curricular offerings at teacher inservice, teaching methods and strategies, and evaluation techniques.

Also, a Multicultural Education Task Force has been established to spearhead the thrust to determine the needs of the system and recommend strategies for greater implementation of multicultural activities within the system. The Task Force membership consists of three junior high teachers, two elementary teachers, one senior high teacher and one junior high guidance counselor.

An important part of multicultural education is preparation of administrators and staffs to familiarize themselves with, and ultimately fulfill, their responsibilities in multicultural curriculum instruction. During the system-wide inservice day of November 10, 1980, approximately 110 teachers and administrators attended a workshop dealing with Self-Concept and Culturally Different Low Income Students, while another 80 attended a workshop on Multicultural, Multi-ethnic Curriculum. These workshops were conducted by Dr. Richmond Calvin and Dr. Joseph Scott, respectively.

Teacher Inservice

Arrangements have been made for several multicultural activities to take place

(continued on page 2)

ESAA Grant

(continued from page 1)

during the second semester. These activities include six two-hour sessions during the system-wide inservice day (February 13) dealing with integration, multicultural instructional activities, and textbook bias; two two-day workshops for elementary teachers dealing with multicultural teaching strategies; and arrangements with Indiana University at South Bend for a graduate workshop in multicultural education to be taught in Elkhart during the spring semester.

Student Relations Assistants

The student relations assistants supervise the learning center which provides an alternative learning environment for students exhibiting behavioral problems. At the end of the first semester, 596 student assignments had been made in the four junior high schools. The length of stay within the center varied from one hour to three days.

During October 1980, an instrument was developed and validated to assess the reactions to the student relations assistants (aides) in the four junior high schools. This instrument captured the need to continue providing their services to students. Other areas assessed which received positive responses were encouraging students to assume responsibility for their actions, seeking help from teachers when working with students on matters dealing with classroom behavior, developing functional role descriptions for the student relations assistants, and assessing their level of competence.

School Guidance Assistance

This project is funding an additional guidance counselor in three of the four junior high schools. This supplemental service is provided to assist students' adjustment to the integrated school setting and reduce the number of suspensions, expulsions, and drop-outs. Some of the specific activities of the project counselors are to organize and participate in grade-level meeting in which building rules were explained and student questions answered, meet with classroom groups to allow students to voice feelings and concerns, organize assemblies which involve large groups of students in an effort to promote unity and positive school spirit as well as recognize individual student achievement, work with students having problems attempting to prevent recurrence, work as part of integration resource teams in order to communicate about goals and objectives, and meet individually with every student new to the buildings.

Student Logistical Support

To accommodate integrated students' participation in extra-curricular activities after the regular school day, extra-curricular bus runs have been provided for each of the junior high schools in the system. Movement of these students began in early August 1980 to provide transportation for students taking part in pre-school football practice. The extra-curricular runs have continued twice a day to accommodate students during the school year who take part in athletics, music/drama, club activities, social events and extra academic assistance.

During the fall of 1980, six buses made eight runs a day covering approximately 180 miles, servicing approximately 155 students. The number of runs and the miles covered on a daily basis has remained fairly constant throughout the school year with a variation in the number of students serviced due primarily to the seasonal athletic activities.

- INTEGRATION REPORT -

Elkhart Community Schools Human Relations Committee

Vol. II, No. 2

1980-81

Integration — Six Months Later

"Thanks to the efforts of many, many individuals in the Elkhart community, and especially to the faculties in each of the schools, 'desegregation' has now been successfully accomplished in the junior highs. Next we must turn to the more important task, that of 'integration' which undoubtedly will be more difficult and take longer to achieve. However, the staff demonstrated that it has the ability and desire to accept this challenge, and one can have no doubt that we are on the way."

*- Warren E. Breniman, Director
Division of Secondary Education*

"I feel this is a nice school and nothing has really changed."

- Remaining student, black

"My perception, based on observations and solicited and unsolicited comments, is that the integration process is effective. There are 'raw' spots but these were to be expected. For example, a few fights, expressions of wanting to return to one's 'home' school, etc. Some of the adjustment problems have been just that — unrelated to the integration process. However, much of that has been viewed as integration related."

"Finally, it is my belief that more minority staff, particularly Blacks, are needed in the four junior high buildings. Especially do I see this need in the counseling/social work area."

- Goldie Ivory, Director of Human Relations

"I think I have a lot of more friends that I had before."

- New student, white

"The desegregation/integration program in Elkhart has begun very well. Desegregation, that is, the movement of students to bring about better racial balance in the junior high schools, has been accomplished with only a few areas of concern. These concerns have all been addressed at the building level."

"Integration, that is, interactions within the schools, is a continuous process. Teacher awareness training is paying off, planned student activities are occurring, new friendships are being made, multicultural awareness sessions are being held, etc. All of these are good as we seek higher levels of awareness, understanding and acceptance of others."

"Some are still asking, 'Why are we integrating?' Some are still saying, 'I want to go back . . .'"

"We are still working toward the ultimate goal, natural interaction — true integration."

*- Levar L. Johnson, Project Director
ESAA Basic Grant*

**THIS MEMO HAS BEEN PREPARED BY
THE HUMAN RELATIONS COMMITTEE
TO KEEP YOU WELL INFORMED**

November, 1980

The Corner Schoolhouse

Integration in the Junior High Schools



Dr. Warren E. Breniman
Director of Secondary Education

Monday, August 25, was a special day for the junior highs as the system's Plan for the Greater Integration of the Elkhart Community Schools was initiated at Brookdale, North Side, Pierre Moran, and West Side. On that date, approximately 845 eighth and ninth graders who attended one of these four junior highs last year were welcomed to new school homes by well prepared and enthusiastic faculties who had planned long and carefully for this occasion during the past school year and summer.

While many staff members and patrons are acquainted with the numerous activities carried out by teachers and principals last year that made opening day such a success, few perhaps are aware of the continuing efforts they have made to insure that the program becomes well

established and meets the needs of all students as envisioned in the goals established for this project by the Board of School Trustees.

Indeed it would be impossible to list them all, but a small sample would include orientation programs for students and parents, mixer dances, school spirit assemblies, group counseling sessions designed to develop student awareness and cohesiveness, student recognition programs, the early initiation of student activity programs, evening football jamborees and a greater involvement of parents in school organizations. In addition, junior high Resource Teacher Teams have been active, and the Integration Project Director, Mr. Levar Johnson, and the Multi-Culture Curriculum Coordinator, Mr. Tony Byrd, have started work on long range plans with faculties designed to further implement the goals of the program throughout the entire school system.

Thanks to the efforts of many, many individuals in the Elkhart community, and especially to the faculties in each of the schools, "desegregation" has now been successfully accomplished in the junior highs. Next we must turn to the more important task, that of "integration" which undoubtedly will be more difficult and take longer to achieve. However, the staff demonstrated that it has the ability and desire to accept this challenge, and one can have no doubt that we are on the way.

Again, congratulations to the junior highs on a job well done — and a job well begun!

School Switch:

Minds Have Been Changed

By TOM JACOBS

Lex Lester and Hazel Coleman are both parents of junior high school students in the Elkhart Community Schools. He is white, and she is black. He lives outside the city, and she lives inside. Last year, her seventh grader went to Pierre Moran. His eighth grader went to Brookdale.

When the Elkhart school board drew up its junior high desegregation program last year, the two parents had something in common: Each had a youngster who would be bused to a new school. Lester's daughter was being transferred to Pierre Moran, while Mrs. Coleman's daughter was moving to North Side.

Their reactions to the news were identical: They didn't like it; they liked things the way they were.

Now that the program is under way, both still are in agreement — because both have changed their minds. They think things are going pretty well.

Following a recent school board meeting, assistant superintendent Robert Franklin acknowledged that some parents are unhappy about the desegregation

effort. Others, however, applauded the idea, he said. "I may be prejudiced," he said, "but I feel there are a lot more parents in the latter category."

"I certainly was" opposed to the plan at first, Lester said, noting that, by nature, we are all resistant to change. "It was a change, and, by God, I wasn't going to go along with it," he said.

Then a skeptical Mr. and Mrs. Lester visited the school last winter during a parent orientation evening. Lester recalled that, even though it was a cold, snowy, slippery night, every member of the school's faculty was there — and all were eager to meet with parents who had come.

"I was impressed with the teachers and the school," he said. "I was impressed with the way that they handled themselves, and with the programs they had set up."

"Our attitude changed, and her (our daughter's) attitude changed," he added.

After almost four weeks of school, "We have not really had any problems, and my daughter has not had any problems that I know of. She seems to like it all right."

Mrs. Coleman said she was opposed to the move at first,

"but it's working out so well it doesn't matter any more." She now feels that North Side is "much better" for her daughter than Pierre Moran — not because it's a better school, but because "she's got a better chance of doing her work."

At Pierre Moran, Mrs. Coleman said, her daughter had "too many friends" — friends more interested in fooling around than listening to the teacher or doing homework. In that atmosphere, "you're tempted to do what they do, and not get your work done," she said.

At North Side, she doesn't know as many of her classmates, and as a result, "She spends more time with her books."

"Now I think it (the busing program) is all right," she added.

Gloria Gregory had planned all along to transfer her son out of Trinity Lutheran school and into the public schools when he went into eighth grade. She had assumed he would go to Pierre Moran. When she heard he was going to West Side instead, "it really didn't make any difference," she recalled.

"I'm black, and I don't mind my children going to a predominantly black school," she said. (Prior to this year, Pierre Moran was about 50 percent black; today, the four junior high schools have minority populations of 12 to 17 percent.)

She did mind, however, the "stigma" surrounding the school. However untrue, there was a belief in some parts of the community that Pierre Moran was somehow "not up to par" with the other three schools, she said.

With the integration program, that perception is rapidly vanishing — and that's good for everybody, she believes.

"I'm very happy with West Side. (My son) is happy there," she said. "He does catch a bus, but we've gotten our schedule adjusted. Sometimes we have to make some sacrifices (for the common good), such as going a little farther distance," she said.

"This (the busing program) is just a fair way of giving everybody a good education," she said. "I do think it's important that all children, regardless of race or neighborhood, get the best education possible."



The Goals of ESAA Programs

The goals of ESAA programs is to reduce minority group isolation in school activities. The U.S. Department of Education provides federal funds to carry out program activities under the Emergency School Aid Act (ESAA), Title VI of the Elementary and Secondary Education Act. The Act authorizes financial assistance to school districts carrying out desegregation plans.

Project Guidance Counselors

Additional functions of the guidance counselors is to assist students and teachers with development of appropriate academic and social behavior for success in a desegregated school, to assist Student Relation Assistants with student needs in the in-school suspension learning center, and to design and conduct in-service materials and programs for teachers.

Student Relation Assistants

Student Relation Assistants manage the learning center which helps to prevent suspension, expulsions and drop-outs. It is not only an in-house detention center. Rather, it is also to be a place for counseling and identification of problem and resolution of problems.

These persons work with students who are experiencing social conflict with teachers and/or peers in the classroom.

ESAA and Elkhart Community Schools

Elkhart is a community of diverse ethnic and racial groups. Over 1700 students from minority groups or 14.7% of the total enrollment of 11,955 attend the 17 elementary, 4 junior high schools, 2 high schools and 2 special programs. More than 1600 of the minority students are black. Spanish-surnamed, various Asian heritage, and American Indians make-up the remainder minority population.

In 1980 Elkhart Community Schools went into the first phase of its non-required plan to prevent minority group isolation and to provide greater racial integration. The intent of the first phase was to bring about a better balance of minority enrollment in each junior high school.

Since the Board of Education wanted the desegregation process to result in educational improvements for all students, the plan includes several different parts. ESAA funding for the first year amounted to \$269,745.00.

Multi-Cultural Curriculum Development

Activities involved in the process of Multi-Cultural Curriculum work includes the analysis of current curriculum, recommendations for improving the curriculum, the implementation of the new curriculum. Teachers need help in learning about new materials and how and when to utilize them. Workshops for staff helps to achieve this.

Compensatory Services Teacher

One Title I teaching position is funded by the ESAA Basic Grant. Vocabulary development, word attack skills and comprehension experiences are included in the instructional program.

Staff Training

In order for multi-cultural educational activities to occur effectively within classrooms, staff awareness training needs to occur. ESAA Basic Grant provides funding for in-service training, workshops and consultant services.

Extra Curricular Bus Loops

The Extra Curricular Bus Loop provides transportation for those students in the junior high schools who wish to participate in after school sponsored activities.

Board of Education

Richard J. Jensen, Pres.	Karen Cittadine
Andrew Adams	Patricia Brotherson, Sec.
Richard Sproull, V.P.	William Cork
	Ronald Teal

Central Office Administration

Richard D. Miller, Superintendent of Schools
 Robert B. Franklin, Assistant Superintendent of Schools
 Joseph Scher, Assistant Superintendent for Business Affairs
 Donald D. Massey, Director of Elementary Education
 Warren E. Brennan, Director of Secondary Education
 Lewis M. Kautlmann, Director of Pupil Services
 Eugene W. Hungate, Data Processing, Federal Programs, Research
 Levar L. Johnson, ESAA Project Director
 Anthony A. Byrd, Multi-Cultural Education Co-ordinator
 Terri E. Bloxson, Project Secretary

ESAA Community Advisory Council

Gerald Ash	Goldie Ivory
Alfred Bias	Mary Jackson
Christie Danner (Student)	Loretta Lewis
Gloria Edgerlon	Barbara Peterson
Shirley E. King	Carol Hozanski
Ken Hagedorn	Daniela Vokesavlje

APPENDIX B

"Initial Evaluation Design for Project"

ELKHART
INDIANA

EVALUATION DESIGN
for
SCHOOL DESEGREGATION BASIC GRANT

ELKHART
COMMUNITY
SCHOOLS

Dimension #1: *Evaluation of Project Objectives*

Audience:

1. Project Teachers
2. Project Principals
3. Project Counselors
4. Central Office Types
5. Significant Others

Measure: "Project Objectives Achievement Rating Scale"
(Likert Format)

Administration Dates: Nature of Data:

- | | |
|-----------------------|-------------|
| 1. April, 1981 (late) | Means |
| 2. April, 1982 (late) | Percentages |

Dimension #2: *Student School-Related Behaviors*

Demographic Dimensions:

by: Junior High School
Sex
Race
Grade Level

Measure: Direct Data Collected Monthly
on the Number of Referrals,
Suspensions, and Expulsions

Measure: Direct Data Collected Monthly
on Student Involvement in
Extra-Curricular Activities

Nature of Data:

Frequencies
Percentages
Standardized Scores
Chi-Square
Co-ANOVA

Measure: Direct Data Collected Annually
on Student Achievement in
Basic Skills Areas

Measure: Direct Data Collected Monthly
on Parent Contacts (Parent
Initiated or School Initiated)

Dimension #3: *Student Observation of School Climate*

Audience:

Students - (Stratified
random sample across
grade levels and
schools)

Measure: "Student School Climate
Inventory"
(Likert Format)

Administration Dates: Nature of Data:

- | | |
|----------------------------------|------------------|
| 1. January, 1981
(early) | Means |
| 2. May, 1981 (early) | t-Tests |
| 3. As per Requested
in Future | Multiple t-Tests |

Demographic Dimensions:

by: Junior High School
Sex
Race
Grade Level

Dimension #4: *Student Attitudes toward School Desegregation*Audience:

Students - (Stratified
random sample across
grade levels and
schools)

Measure: "NASC Student School Desegregation Opinionnaire"
(Rating Scale)

Demographic Dimensions:

by: Junior High School
Sex
Race
Grade Level

Administration Dates:

1. January, 1981
(early)
2. May, 1981 (early)
3. As per Requested
in Future

Nature of Data:

Means
t-Tests
Multiple t-Tests

Dimension #5: *Student Self-Concept or Self-Esteem*Audience:

Students - (Stratified
random sample across
grade levels and
schools)

Measure: "Janis-Fields Feelings
of Inadequacy Scale"
(Semantic Differential)

Demographic Dimensions:

by: Junior High School
Sex
Race
Grade Level

Administration Dates:

1. January, 1981
(late)
2. As per Requested
in Future

Nature of Data:

Means
t-Tests
Multiple t-Tests

Dimension #6: *Student Acceptance of Others*Audience:

Students - (Stratified
random sample across
grade levels)

Measure: "Acceptance of Others Scale"
(Semantic Differential)

Demographic Dimensions:

by: Junior High School
Sex
Race
Grade Level

Administration Dates:

1. January, 1981
(late)
2. As per Requested
in Future

Nature of Data:

Means
t-Tests
Multiple t-Tests

Dimension #7: *Parent Attitudes toward Project*

<u>Audience:</u>	<u>Measure:</u>	
Parents (entire population)	"Parent Attitude toward Project Questionnaire" (Likert Scale and Open-Ended Items)	
<u>Demographic Dimensions:</u>	<u>Administration Dates:</u>	<u>Nature of Data:</u>
by: Junior High School	1. May, 1981 (early)	Commentary
Race of Student	2. May, 1982 (early)	Means
Grade Level of Student		Percentages
		Chi-Square

Dimension #8: *Teacher Evaluation of Inservice Activities*

<u>Audience:</u>	<u>Measure:</u>	
Teachers/Participants (entire population)	"Evaluation of Inservice Activities Form" (Rating Scale)	
<u>Demographic Dimensions:</u>	<u>Administration Dates:</u>	<u>Nature of Data:</u>
by: Junior High Schools	1. Upon Completion of Any Inservice Activity	Means
Age Groupings		Chi-Square
Years of Teaching		Commentary
Experience		
Educational Background		
Sex		

Dimension #9: *Evaluation of Inservice Follow-Up/Implementation*

<u>Audience:</u>	<u>Measure:</u>	
Teachers/Participants (entire population)	"Inservice Follow-Up Questionnaire: (Likert Scale, Yes-No, and Open-Ended Items)"	
<u>Demographic Dimensions:</u>	<u>Administration Dates:</u>	<u>Nature of Data:</u>
by: Junior High Schools	1. Ten to Thirty Days after the Completion of Any Inservice Activity	Means
		Percentages
		Commentary

Dimension #10: *Perceived Impact and/or Effects of Project*

<u>Data Collectors/Interviewers:</u>	<u>Measure:</u>	
External (Third Party)	"School Desegregation Interview Schedule"	

Audience:

- 1 Teacher/School (Most Positive)
- 1 Teacher/School (Most Negative)
- 4 Building Principals
- 1 Parent/School (Most Knowledgeable)
- 1 Central Office Administrator (Most Positive)
- 1 Central Office Administrator (Most Negative)

Nature of Data:

Commentary
Conclusions
Recommendations

Administration Dates:

- 1. May, 1981 (early)
- 2. May, 1982 (early)
- 3. As per Requested in Future

Dimensions To Be Examined:

- 1. Dissemination of Project Activities
- 2. Efficiency of Project Staff
- 3. General Attitudes about Project
- 4. Effect of Project on Teachers
- 5. Effect of Project on Students
- 6. Desirability of Desegregation Approaches
- 7. Future Directions of Project
- 8. Benefits of Project on Students

Dimension #11: *Evaluation of Identified Multicultural Resources*Aspects:

- 1. Identification and Selection of Multicultural Resources
- 2. Classification/Categorization of Multicultural Resources
- 3. Utilization of Multicultural Resources
- 4. Evaluation of Utilized Multicultural Resources

Nature of Data:

- 1. Number of Different Entities Identified
- 2. Nature of Classification/Categorization Scheme; Number of Entities Classified
- 3. Number of Entities Utilized
- 4. Number of Entities Evaluated; Assessment Information Collected from Teachers

Aspects:

5. Follow-Up of Evaluated Multicultural Resources
6. Group Processes and Product Outputs of Multicultural Resources Identification Task Force

Audience:

Involved Teachers

Nature of Data:

5. Qualitative Information Obtained from Teachers by Way of Informal Interviews and Conferences
6. Minutes of Task Force Meetings and Other Program Transactions

Data Collection:

Ongoing/Continuous throughout Project Duration and Years Thereafter

Dimension #12: *Multicultural Education Needs Assessment*Audience:

All Teachers in School System

Measure: "Multicultural Education Needs Assessment Checklist"

Demographic Dimensions:

by: Organizational Levels
School Buildings
Academic Departments
(Secondary)
Print vs. A-V's

Administration Dates:

1. October, 1980
2. As per Requested in Future

Nature of Data:

Means
Percentages
Contingency Tables

APPENDIX C

"School Desegregation Project Objectives Achievement Scale"

SCHOOL DESEGREGATION PROJECT OBJECTIVES
ACHIEVEMENT RATING SCALE

(Check One Appropriate Category)

Years of Teaching Experience
(Use x)

- ____ 1. (1 to 5 yrs.)
____ 2. (6 to 10 yrs.)
____ 3. (11 to 16 yrs.)
____ 4. (17 to 20 yrs.)
____ 5. (21 yrs. and over)

Chronological Age
(Use x)

- ____ 1. (21 to 30 yrs.)
____ 2. (31 to 40 yrs.)
____ 3. (41 to 50 yrs.)
____ 4. (51 to 60 yrs.)
____ 5. (61 yrs. and over)

Sex

- ____ 1. Female
____ 2. Male

Ethnic Origin (Optional)
(Use x)

- ____ 1. White
____ 2. Black
____ 3. Other: _____
(Specify)

Educational Background
(Use x)

- ____ 1. Bachelor's Degree
____ 2. Master's Degree
____ 3. Master's Degree plus 20 hrs.
____ 4. Master's Degree plus 40 hrs.
____ 5. Master's Degree plus 60 hrs.
____ 6. Other: _____

Year and Semester
(Use x)

- ____ 1. Fall, 1980
____ 2. Spring, 1981

School Corporation Role
(Use x)

- ____ 1. Classroom Teacher
____ 2. Building Administrator
____ 3. Other Professional Certified Personnel
____ 4. Parent
____ 5. Other: _____
(Specify)

Directions:

Based on your participation in or knowledge of, to what extent do you feel the following objectives have been achieved? Place the NUMBER which most represents your response on the corresponding LINE found in the right hand margin. Space has also been provided for your OPTIONAL candid comments as they relate to each objective.

Thank you in advance.

OBJECTIVE: Facilitate the operation of an in-house counseling service in the junior high schools for students experiencing attitudinal and behavioral conflicts with peers and teachers:

1. Facilitated a great number of services	5	4	3	2	1	Facilitated no Services
2. Services appeared to be highly effective	5	4	3	2	1	Services appeared to be totally ineffective

OBJECTIVE: Identify supplementary materials that emphasize ethnic and/or cultural pluralism from historical, sociological and futuristic perspectives for infusion into the academic subject areas:

3. Identified a great deal of supplementary materials	5	4	3	2	1	Identified no supplementary materials
4. Materials identified appeared to be highly effective	5	4	3	2	1	Materials identified appeared to be totally ineffective

OBJECTIVE: Conduct inservice activities to prepare teachers to better interact with and serve students in school desegregation settings:

5. Provided more than enough inservice activities	5	4	3	2	1	Provided no inservice activities
6. Inservice activities and approaches were well chosen and effective	5	4	3	2	1	Inservice activities and approaches were poorly chosen and totally ineffective

OBJECTIVE: Identify procedures and practices that encourage positive curricular related multicultural interactions and understandings among students, teachers, and other staff members:

7. Identified a great number of procedures and/or practices	5	4	3	2	1	Identified no procedures and/or practices
8. Procedures and/or practices appeared to be highly effective	5	4	3	2	1	Procedures and/or practices appeared to be totally ineffective

COMMENTS (Optional):

This image shows a single page of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There is no handwriting or other markings on the paper.

APPENDIX D

"Student School Climate Inventory"

Directions:

 * Following are thirty-five areas relating to your school to determine *
 * how you feel about the school. You will recognize the answers' responses *
 * have no correct (right) or no incorrect (wrong) answers. We are interested *
 * only in your honest and frank opinion. Please indicate how "you really *
 * feel inside" by placing the number which shows your relative position or *
 * reaction on the line provided in the right margin. Your cooperation is *
 * appreciated greatly. Your responses will remain CONFIDENTIAL. *
 * *****

<u>Junior High School</u>	<u>Sex</u>	<u>Race</u>	<u>Grade</u>
_____ Brookdale	_____ Female	_____ Black	_____ 7th
_____ North Side	_____ Male	_____ White	_____ 8th
_____ Pierre Moran		_____ Other	_____ 9th
_____ West Side			

School Administration and Staff (friendly, helpful, open, honest)

1. Administrators (Principal, Assistant Principal)

1 Cannot Evaluate	2 Poor or Missing	3 Fair	4 Good	5 Excellent	1. _____
-------------------------	-------------------------	-----------	-----------	----------------	----------

2. Counselors

1 Cannot Evaluate	2 Poor or Missing	3 Fair	4 Good	5 Excellent	2. _____
-------------------------	-------------------------	-----------	-----------	----------------	----------

3. Teachers

1 Cannot Evaluate	2 Poor or Missing	3 Fair	4 Good	5 Excellent	3. _____
-------------------------	-------------------------	-----------	-----------	----------------	----------

4. Secretaries

1, Cannot Evaluate	2 Poor or Missing	3 Fair	4 Good	5 Excellent	4. _____
--------------------------	-------------------------	-----------	-----------	----------------	----------

5. Nurse

1 Cannot Evaluate	2 Poor or Missing	3 Fair	4 Good	5 Excellent	5. _____
-------------------------	-------------------------	-----------	-----------	----------------	----------

6. Aides

1
Cannot
Evaluate2
Poor or
Missing3
Fair4
Good5
Excellent

6. _____

Student Body

7. Interest in school

1
Cannot
Evaluate2
Poor or
Missing3
Fair4
Good5
Excellent

7. _____

8. School spirit (enthusiasm)

1
Cannot
Evaluate2
Poor or
Missing3
Fair4
Good5
Excellent

8. _____

9. Effectiveness of integration/desegregation

1
Cannot
Evaluate2
Poor or
Missing3
Fair4
Good5
Excellent

9. _____

10. Friendly

1
Cannot
Evaluate2
Poor or
Missing3
Fair4
Good5
Excellent

10. _____

Student Activities

11. Clubs

1
Cannot
Evaluate2
Poor or
Missing3
Fair4
Good5
Excellent

11. _____

12. Social activities

1
Cannot
Evaluate2
Poor or
Missing3
Fair4
Good5
Excellent

12. _____

13. Student council

1
Cannot
Evaluate2
Poor or
Missing3
Fair4
Good5
Excellent

13. _____

14. Intrumural (sports)

1	2	3	4	5
Cannot	Poor or	Fair	Good	Excellent
Evaluate	Missing			

14. _____

15. Interscholastic (athletics)

1	2	3	4	5
Cannot	Poor or	Fair	Good	Excellent
Evaluate	Missing			

15. _____

School Facilities

16. Outside building appearance

1	2	3	4	5
Cannot	Poor or	Fair	Good	Excellent
Evaluate	Missing			

16. _____

17. Inside building appearance

1	2	3	4	5
Cannot	Poor or	Fair	Good	Excellent
Evaluate	Missing			

17. _____

18. School ground appearance

1	2	3	4	5
Cannot	Poor or	Fair	Good	Excellent
Evaluate	Missing			

18. _____

19. Adequate toilets (number and location)

1	2	3	4	5
Cannot	Poor or	Fair	Good	Excellent
Evaluate	Missing			

19. _____

20. Teaching areas (classrooms)

1	2	3	4	5
Cannot	Poor or	Fair	Good	Excellent
Evaluate	Missing			

20. _____

21. Assembly space

1	2	3	4	5
Cannot	Poor or	Fair	Good	Excellent
Evaluate	Missing			

21. _____

22. Food Services (lunch program)

1	2	3	4	5
Cannot	Poor or	Fair	Good	Excellent
Evaluate	Missing			

22. _____

23. Health facilities (nursing area)

1	2	3	4	5
Cannot	Poor or	Fair	Good	Excellent
Evaluate	Missing			

23. _____

24. Physical education - Indoor

1	2	3	4	5
Cannot	Poor or	Fair	Good	Excellent
Evaluate	Missing			

24. _____

25. Physical education - Outdoor

1	2	3	4	5
Cannot	Poor or	Fair	Good	Excellent
Evaluate	Missing			

25. _____

26. Library

1	2	3	4	5
Cannot	Poor or	Fair	Good	Excellent
Evaluate	Missing			

26. _____

Curriculum (subjects)

27. Quality of instruction (teaching)

1	2	3	4	5
Cannot	Poor or	Fair	Good	Excellent
Evaluate	Missing			

27. _____

28. Textbooks

1	2	3	4	5
Cannot	Poor or	Fair	Good	Excellent
Evaluate	Missing			

28. _____

29. Variety of instructional materials used.

1	2	3	4	5
Cannot	Poor or	Fair	Good	Excellent
Evaluate	Missing			

29. _____

30. Instructional procedures encourage student participation

1	2	3	4	5
Cannot	Poor or	Fair	Good	Excellent
Evaluate	Missing			

30. _____

31. Instructional activities meet the needs of the student

1	2	3	4	5
Cannot	Poor or	Fair	Good	Excellent
Evaluate	Missing			

31. _____

Policies and Procedures

32. Building rules

1
Cannot
Evaluate2
Poor or
Missing3
Fair4
Good5
Excellent

32. _____

33. Teacher rules

1
Cannot
Evaluate2
Poor or
Missing3
Fair4
Good5
Excellent

33. _____

34. Enforcement of rules .

1
Cannot
Evaluate2
Poor or
Missing3
Fair4
Good5
Excellent

34. _____

35. Discipline

1
Cannot
Evaluate2
Poor or
Missing3
Fair4
Good5
Excellent

35. _____

APPENDIX E

"Student School Desegregation Opinionnaire"

6. I prefer teachers who are:

1. mainly of my own race
2. mainly of another race
3. a combination of races
4. don't care about the race of my teachers

6. _____

7. I prefer to be in a student body:

1. mainly of my own race
2. mainly of another race
3. having balanced mixture of races
4. don't care about the race of the student body

7. _____

8. I feel that I learned most from classes in which the students are:

1. mainly of my own race
2. mainly of another race
3. a balanced mixture of races
4. don't care about the race

8. _____

9. Most of the teachers this school year were from more than one racial/ethnic group:

1. no
2. yes

9. _____

10. I feel that because of school desegregation, there is racial tension in this school:

1. agree
2. uncertain
3. disagree

10. _____

11. I feel that because of the school being desegregated, there is no racial tension:

1. disagree
2. uncertain
3. agree

11. _____

12. I think that most of the students in this school favor school desegregation:

1. disagree
2. uncertain
3. agree

12. _____

13. I am in favor of school desegregation for my school:

1. no
2. yes

13. _____

14. I am in favor of students riding the bus to achieve racial balance in my school:

1. disagree
2. uncertain
3. agree

14. _____

15. School desegregation would help the racial problems in this school:

1. disagree
2. uncertain
3. agree

15. _____

16. I feel that my parents understand why we have the school desegregation process:

1. disagree
2. uncertain
3. agree

16. _____

17. I feel that mixing with students of other races and ethnic groups would:

1. hinder my learning
2. not certain
3. would not affect my learning
4. increase learning

17. _____

18. I feel that the administration in this school is honestly making attempts to eliminate racial prejudice in this school:

1. disagree
2. uncertain
3. agree

18. _____

APPENDIX F

"Janis-Fields Feelings of Inadequacy Scale"

5. How often do you worry about whether other people like to be with you?

1	2	3	4	5	
Very	Fairly	Some-	Once in a	Practically	
Often	Often	times	Great While	Never	5. _____

6. When you talk in front of a group of people of your own age, how pleased are you with your performance?

5	4	3	2	1	
Very	Pleased	Pleased	Pleased	Pleased	
Pleased	Fairly	Some-	Once in a	Practically	
	Often	times	Great While	Never	6. _____

7. How often do you feel self-conscious?

1	2	3	4	5	
Very	Fairly	Some-	Once in a	Practically	
Often	Often	times	Great While	Never	7. _____

8. How comfortable are you when starting a conversation with people you don't know?

5	4	3	2	1	
Very	Comfortable	Comfortable	Comfortable	Comfortable	
Comfortable	Fairly	Some-	Once in a	Practically	
	Often	times	Great While	Never	8. _____

9. How often are you troubled with shyness?

1	2	3	4	5	
Very	Fairly	Some-	Once in a	Practically	
Often	Often	times	Great While	Never	9. _____

10. How often do you feel that you are a successful person?

5	4	3	2	1	
Very	Fairly	Some-	Once in a	Practically	
Often	Often	times	Great While	Never	10. _____

11. How often do you feel inferior to most of the people you know?

1	2	3	4	5	
Very	Fairly	Some-	Once in a	Practically	
Often	Often	times	Great While	Never	11. _____

12. How confident are you that your success in your future job or career is assured?

5	4	3	2	1	
Very	Confident	Confident	Confident	Confident	
Confident	Fairly	Some-	Once in a	Practically	
	Often	times	Great While	Never	12. _____

13. Do you ever think that you are a worthless individual?

1	2	3	4	5	
Very	Fairly	Some-	Once in a	Practically	
Often	Often	times	Great While	Never	13. _____

14. When you speak in a group of people, how sure of yourself do you feel?

5	4	3	2	1	
Sure	Sure	Sure	Sure	Sure	
Very	Fairly	Some-	Once in a	Practically	
		times	Great While	Never	14. _____

15. How much do you worry about how well you get along with other people?

1	2	3	4	5	
Worry	Worry	Worry	Worry	Worry	
Very	Fairly	Some-	Once in a	Practically	
Often	Often	times	Great While	Never	15. _____

16. How sure of yourself do you feel when among strangers?

5	4	3	2	1	
Sure	Sure	Sure	Sure	Sure	
Very	Fairly	Some-	Once in a	Practically	
Often	Often	times	Great While	Never	16. _____

17. How often do you feel that you dislike yourself?

1	2	3	4	5	
Very	Fairly	Some-	Once in a	Practically	
Often	Often	times	Great While	Never	17. _____

18. How confident do you feel that some day the people you know will look up to you and respect you?

5	4	3	2	1	
Confident	Confident	Confident	Confident	Confident	
Very	Fairly	Some-	Once in a	Practically	
Often	Often	times	Great While	Never	18. _____

19. Do you ever feel so discouraged with yourself that you wonder whether anything is worthwhile?

1	2	3	4	5	
Very	Fairly	Some-	Once in a	Practically	
Often	Often	times	Great While	Never	19. _____

20. In general, how confident do you feel about your abilities?

5	4	3	2	1	
Confident	Confident	Confident	Confident	Confident	
Very	Fairly	Some-	Once in a	Practically	
Often	Often	times	Great While	Never	20. _____

APPENDIX G

"Acceptance of Others Scale"

Directions:

 * Following are twenty statements concerning how you feel about other *
 * people. You will recognize that the statements are of such a nature that *
 * there are no correct (right) or no incorrect (wrong) answers. We are in- *
 * terested only in your honest or frank opinion. Please indicate how "you *
 * really feel inside" by placing the number which shows your relative po- *
 * sition or reaction on the continuous scale below on the line provided *
 * in the right margin. Your cooperation is appreciated greatly. Your *
 * responses will remain CONFIDENTIAL. *
 * *****

<u>Junior High School</u>	<u>Sex</u>	<u>Race</u>	<u>Grade</u>
☐ Brookdale	☐ Female	☐ Black	☐ 7th
☐ North Side	☐ Male	☐ White	☐ 8th
☐ Pierre Moran		☐ Other	☐ 9th
☐ West Side			

 * RATING SCALE: *
 * Almost Always 1 2 3 4 5 Very Rarely *
 * *****

- | | |
|--|-----------|
| 1. People are too easily led | 1. _____ |
| 2. I do not like people I get to know. | 2. _____ |
| 3. People these days have pretty low moral standards. | 3. _____ |
| 4. Most people are pretty smug about themselves, never really facing their bad points. | 4. _____ |
| 5. I cannot be comfortable with nearly all kinds of people. | 5. _____ |
| 6. All people can talk about these days, it seems, is movies, TV, and foolishness like that. | 6. _____ |
| 7. People get ahead by using "pull", and not because of what they know. | 7. _____ |
| 8. If you once start doing favors for people, they'll walk all over you. | 8. _____ |
| 9. People are too self-centered. | 9. _____ |
| 10. People are always dissatisfied and hunting for something new. | 10. _____ |

- | | |
|--|-----------|
| 11. With many people you don't know how you stand. | 11. _____ |
| 12. You've probably got to hurt someone if you're going to make something out of yourself. | 12. _____ |
| 13. People really need a strong, smart leader. | 13. _____ |
| 14. I enjoy myself most when I am alone, away from people. | 14. _____ |
| 15. I wish people would be more honest with you. | 15. _____ |
| 16. I do not enjoy going with a crowd. | 16. _____ |
| 17. In my experience, people are pretty stubborn and unreasonable. | 17. _____ |
| 18. I cannot enjoy being with people whose values are very different from mine. | 18. _____ |
| 19. Nobody tries to be nice. | 19. _____ |
| 20. The average person is not very well satisfied with himself. | 20. _____ |

APPENDIX H

"Evaluation of Inservice Activities Form"

- #9 My knowledge of materials and concepts presented prior to this inservice session was:

1 2 3 4 5
(low) (high)

- #10 The extent this inservice session increased my knowledge about the materials and concepts is:

1 2 3 4 5
(low) (high)

- #11 The overall usefulness of this inservice session for me is:

1 2 3 4 5
(low) (high)

- #12 The organization of the inservice session was:

1 2 3 4 5
(low) (high)

- #13 The clarity of presentations was:

1 2 3 4 5
(low) (high)

- #14 The expertise of presenters was:

1 2 3 4 5
(low) (high)

The strengths of this inservice session were (comments are optional):

The weaknesses of this inservice session were (comments are optional):

For Me the Next Step Now Is _____

The Next Inservice I Would Like Is _____

APPENDIX I

"Multicultural Needs Assessment Instrument"

MULTICULTURAL EDUCATION NEEDS ASSESSMENT

The Multicultural Task Force presents this self evaluation/needs assessment for your completion. It is our hope that through its use we can identify concerns believed to be essential to the process and implementation of multicultural education.

We seek your assistance and cooperation in completing this self evaluation/needs assessment so that we can better be able to:

- assist teachers in the development of multicultural/ethnic activities for their content areas.
- establish goals for the curriculum areas incorporating multicultural/ethnic approach.
- assist in the development and planning of useful in-service experiences relating the multicultural/ethnic approach to education.

The instrument has been designed to be used with a variety of types of curriculum materials. The teachers should be aware of the following characteristics:

Questions 1 through 5 are concerned with the class/course handbook objectives.

Questions 6 through 16 are concerned with printed and AV materials.

Questions 17 through 28 are concerned with classes and in-service.

Questions 29 through 33 are concerned with a self evaluation by the teacher.

Questions 34 through 38 are concerned with all standardized and teacher made tests.

Division of Secondary Education
Warren E. Brennan, Director

Task Force members:

Chris Edgerton
Carlos Espinosa
Fran Fitzgerald
Jim Funkhouser
Vince Hawkins
Pam Smith
Peg VanHimbergen
Tuny Byrd

The United States of America is a nation of individuals with roots throughout the world and a society of many racial, ethnic, language, and cultural heritage groups. Understanding and appreciation of that fact and the development in every student of self-esteem, pride, and respect for the dignity and worth of all people are among the goals of social science education. Multicultural education takes the process a step further to the recognition and appreciation of diversity within the teaching content of every discipline and in the context of the whole life of the school.

Contrary to the idea of a "melting pot" or a single model of American culture arrived at through assimilation, the governing idea of multicultural education is that cultural pluralism potentially enriches the quality of life for all Americans. The coexistence of diverse individuals and groups is recognized as a positive factor in a pluralistic society.*

DEFINITIONS OF KEY TERMS

Aesthetic Experiences -- pleasing, rewarding.

Affective Objectives -- relating to attitudes and values.

Cognitive Objectives -- relating to the mastery of knowledge.

Culture -- the values, attitudes, beliefs, and experiences which influence a person's thoughts and behavior both consciously and unconsciously.

Ethnic Group -- individuals sharing a sense of group identification, a common set of values, political and economic interests, behavior patterns, and other cultural elements differing from those of other groups within a society.

Multicultural Education -- promoting a respect for a wide range of cultural groups and enabling all cultural groups to experience equal educational opportunity. Multicultural education is not limited to the study of racial minorities.

Pluralism -- a state of society in which members of diverse ethnics, racial, religious, or social groups maintain an autonomous participation in and development of their traditional cultural or special interest within the confines of a common civilization.

* California State Guide for Multicultural Education Content and Context.

Please check the school and the curricular area of your primary responsibility.

____ Brookdale
____ North Side

____ Pierre Moran
____ West Side

____ Art
____ Foreign Language
____ Language Arts
____ Mathematics
____ Music

____ Physical Ed./Health
____ Practical Arts
____ Science
____ Social Studies
____ Special Education

RATING						CHECKLIST FOR CURRICULAR CONTENT (OBJECTIVES)
Completely Represented	Well Represented	Slightly Represented	Not Represented	Not Represented	Applicable	
						1. Do the objectives emphasize the enrichment created by multicultural/multiethnic backgrounds?
						2. Do the objectives examine and explore differing views of ideals and realities between multicultural/multiethnic groups?
						3. Do the objectives view the development of the United States as flowing from multicultural/multiethnic groups?
						4. Do the objectives provide for multicultural/multiethnic aesthetic experiences?
						5. Do the objectives promote values, attitudes, and behaviors which support ethnic pluralism?

PRINTED MATERIALS

AUDIO/VISUAL MAT.

RATING						CHECKLIST FOR INSTRUCTIONAL MATERIALS	RATING					
Completely Represented	Well Represented	Slightly Represented	Not Represented	Not Represented	Applicable		Completely Represented	Well Represented	Slightly Represented	Not Represented	Not Represented	Applicable
						Audio/Visual Materials--bulletin boards, teaching aids, recordings, films, filmstrips, taped recordings, video recordings, microfilm.						
						6. Are the varying world cultures represented in the instructional materials?						
						7. Do the instructional materials promote acceptance of languages and dialects of the various multicultural/multiethnic groups?						
						8. Do the instructional materials present models and leaders from all cultural and ethnic groups?						

PRINTED MATERIALS

AUDIO/VISUAL MAT.

RATING						CHECKLIST FOR INSTRUCTIONAL MATERIALS	RATING					
Completely Represented	Well Represented	Slightly Represented	Not Represented	Not Represented	Applicable		Completely Represented	Well Represented	Slightly Represented	Not Represented	Not Represented	Applicable
						9. Is the instructional materials free from stereotyping?						
						10. Do the instructional materials include contributions of multicultural/multiethnic groups?						
						11. Do the instructional materials avoid imposing the values, behaviors, or attitudes of any one group on any other group?						
						12. Do the instructional materials help students recognize the uniqueness of every individual?						
						13. Are the instructional materials presented in a manner that is not condescending to cultural/ethnic groups?						
						14. Do the instructional materials provide for the study of the historical and cultural developments of cultural/ethnic groups?						
						15. Do the instructional materials provide for the study of the traditions of various cultural/ethnic groups?						
						16. Are social group differences presented in ways that will cause students to look upon the multicultural character of our nation as a value?						

CHECKLIST FOR CURRICULAR OFFERINGS AND IN-SERVICE

						17. Does the curriculum promote values, attitudes, and behaviors which support ethnic pluralism?						
						18. Does the curriculum help students examine differences within and among ethnic groups?						
						19. Does the curriculum foster attitudes supportive of cultural democracy and other democratic ideals and values?						
						20. Do the curricular offerings provide for the process of positive cultural/self identification?						
						21. Do the curricular offerings show the contributions from multicultural/multiethnic groups?						
						22. Do the curricular offerings examine the differing values among multicultural/multiethnic groups?						

RATING						CHECKLIST FOR CURRICULAR OFFERINGS AND IN-SERVICE
Completely Represented	Well Represented	Slightly Represented	Not Represented	Not Represented	Not Applicable	
						23. Do the curricular offerings recognize different dialects?
						24. Do the curricular offerings provide for the improvement of communication skills between multicultural/multiethnic groups?
						25. Do the curricular offerings study the United States as having developed from multicultural/multiethnic groups?

CHECKLIST FOR IN-SERVICE PREPARATION

						26. Does the school have systematic, comprehensive, mandatory, and continuing multiethnic and multicultural staff development programs?
						27. Do the staff development programs provide opportunities for learning how to create and select multiethnic instructional materials and how to incorporate ethnic content into curriculum materials?
						28. Do the staff development programs provide opportunities for participants to explore their attitudes and feelings about their own ethnicity and culture?

CHECKLIST FOR TEACHING METHODS AND STRATEGIES

						29. Does the school provide a diversity of materials for teaching students of all multicultural/multiethnic groups?
						30. Do your bulletin boards create a classroom atmosphere reflecting acceptance and respect for multicultural/multiethnic groups?
						31. Do your strategies help students examine differences within and among multicultural/multiethnic groups?
						32. Is the appreciation of ethnicity incorporated in instructional plans rather than being supplementary or additive?
						33. Do the teaching strategies make use of local community resources?

CHECKLIST FOR EVALUATION TECHNIQUES

						34. Are the test items relatively free of a vocabulary that has different meanings for different multicultural/multiethnic groups?
						35. Is the examiner free of biases that might affect the student's response?

RATING						CHECKLIST FOR EVALUATION TECHNIQUES
Completely Represented	Well Represented	Slightly Represented	Not Represented	Not Represented	Not Applicable	When the following evaluation techniques are used to determine student achievement and progress, this checklist applies: Standardized test Teacher made test Individualized testing Educational games Discussion Projects Drill and recitation
						36. Do evaluation techniques take into account differences in values, attitudes, and experiences of individual students?
						37. Are the evaluation techniques used to enhance social participation skills of a variety of multicultural/multiethnic backgrounds?
						38. Are evaluation techniques used which insure that students understand what is asked of them?

Comments:

APPENDIX J

"Locally Validated Listing of Multicultural Resources"

BROOKDALE

Visual Ed. Consultants
The Black Revolution: The Civil
Rights Movement
Encyclopedia Britannica
Africa: Sahara to Capetown (series)
Brian Van Der Horst
Folk Music in American History
Audio Visual International
African Folk Tales
Family Filletrio
Religions Around the World
Anne Morrow Lindbergh
An African Essay
Warren Schloot
African Art and Culture
Guidance Associates
The American Indian
American Indian Myths
Asian Folk Tales
Growing Up Black
Men On The Move
B F A Educational Media
Four Families of Israel
BFA Educational Media
Four Families of Kenya
B F A Educational Media
Four Families of Japan
Guidance Associates
Profiles of Black Achievement -
Bontemp, Douglas
Guidance Associates
Profiles of Black Achievement -
Blake, Sissie
Guidance Associates
Profiles of Black Achievement -
Brown, Thomas
Guidance Associates
Profiles of Black Achievement -
Alexander, Van Der Zee
A Woman's Place
Life in Rural America
Multi-Media, 1975
African Dwelling - a \$10 Native
House
Ethnic Studies
Ethnic Studies: Its People of
America

Daily Life of Ancient Egypt
American Pageant
The Anish: A Pioneer Heritage
Native American Heritage
Langston Hughes
The American Experience in
Literature: Poets of the
20th Century
We Shall Overcome
Country Music
Highlight Radio Productions
Adventures in Negro History vol. 1
Highlight Radio Productions
Adventures in Negro History vol. 2
The Frederick Douglass Years,
1817-1835
Langston Hughes
The Glory of Negro History
Marian Anderson
Spirituals
Percy Faith and Orchestra
Porgy & Bess, Selections
Leonard Bernstein
What Is Jazz?
Murbe Records
A Profile of Negro Life in Song
Wilson, 1948
Reconstruction and Negro Civil
Rights, 1865-1900
Whitney Young, Jr.
As The Negro Sees It
Thomas Matte
Economic Freedom: Path to Black
Power
Ralph David Abernathy
The Poor People's Lobby
Riots - Causes and Cures
E.M. Debrah
African Heritage of American Negro
Wilson, 1968
This Is My Country....Africa
World Religions (series)
Elizabethan Background
Virginia Hamilton
The Planet of Junior Brown

BROOKDALE - Continued

Elizabeth Borten de Trevino
& Juan de Pareja
Elizabeth Yates
Amos Fortune, Free Man
Milliken Publishing Company
The African Experience

North American Indian Artifacts
Interact Company, 1968
Sunshine
Educational Insights
Black Studies: Ethnic Cultures
of America

NORTH SIDE

Afghanistan, Ancient Land in
Transition
Africa: Sahara to Capetown
(series)
Ancient American Indian Civilizations
An Anthology of Negro Poetry for
Young People
The Ashanti
The Ashanti: Master Craftsmen
The Autobiography of Miss Jane
Pittman
Beyond the Blues
Black American Literature
Bombay: Gateway to India
Booker T. Washington
Buddhist Devotions - with
translation
Building Modern Japan
Burma and Its People
Burma: The People and Their Cities
Caste System - Role Playing India
Children of Rural Africa
The Children of Urban Africa
China
China
China Panorama
Communism: What You Should Know
About It & Why
Confucian Chants with translations
Contrasts in Nigeria

Countries of the Near East - Israel
Countries of the Near East - Syria
Countries of the Near East - Turkey
Culture Project Links
Czechoslovakia Land and People
Diary of Anne Frank
Egypt: The Republic of the Nile
Epic of Man
Exploring Turkey
Fisherman of Japan
Folk Crafts for World Friendship
Genocide: American Style
Haifa and the Valley of Jezreel
Hindu Chants with translations
History of American Folk Music
The History of the Black man in
the United States
The Ibo
The Ibo of Biafra
India
India - Nations of Today (series)
Indiana Global Education Project
Indians of North America
Israel: A Struggle for Survival
Japan: Its Music and Its People
Jerusalem and the Judean Hills
The Jordan Valley
Korea Today

NORTH SIDE - Continued

Laughing Together
Legends for Everyone
Life in Israel
Malaysia: The Land and The People
Man and His Music - American Indian
Many Friends Cookbook
Middle East and India: Pakistan
East and West
Music and Culture
The Negro
Pakistan: East and West
The Pearl in explorations -
American and Mexican
Poverty Is Black and White
The Pygmies
Poverty Urban Collapse
Juniata Laugh At Themselves
Scenes of Japan
Seeds of Hate: An Examination of
Prejudice
Set My People Free
Shinto Worship (with translation)
Songs of a People
Soul Music
South Asia: Region in Transition

Southeast Asia: Singapore
The Soviet Union
Soviet Union: 50 Years of Communism
Soviet Union: Its 50th Anniversary
Tel Aviv and the Coastal Plain
Thailand: Its Music and Its People
This is Israel
To Be A Slave
Unicer World Puzzles
USSR: Foods, Markets and Stores
USSR: Housing and Home Life
USSR: Schools and Pioneer Activities
Village and City in Turkey
Village in India: Mid East and India
(series)
Village Life in India
Village Life in India and Aylon
What Is Prejudice?
White Man and Indian the First
Contacts
The World's Greatest Religions
A Yon Farmer in the Ivory Coast
Part I and II
The Zulu

PIERRE MCAN - Continued

Encyclopedia Britannica Ed. Corp.
Negrees in American History
Our Ethnic Heritage: Building Dreams
We Shall Overcome: The Black Struggle
For Equality
Rush Toward Freedom
Slavery in Plantation Virginia
The Slave Trade
People and Their Customs: From
Thatched Huts to Skyscrapers
Folk Tales of Black America
John Henry: An American Legend
Aspects de la Vie Parisienne
LA Chevere Dan Sequin
Esto Es Espana
Vamas A Espana
The Yasaday: Stone Age People in
a Space Age World
Soul Food: The Contributions of Black
Americans to American Cooking
Africa - South of the Sahara
Music of the Rain Forest Pygmies
An Audio Visual History of American
Folk Music
Black Folk Music in America
People and Their Music
Courage
The Harlem Renaissance and Beyond
Karl Kuskin
Poets and Poetry
Kibbi Eliuani
Poets and Poetry
The Heart of Kuku
Journey Across Russia
China After Mao
Japan: Asia's Economic Superpower
The Filletrio
Dinner in the Brazilian Jungle
India: Its Fight for Survival

South Asia: The Indian Subcontinent
The Mideast's New Look
Persian Gulf: The Land and Its
People
B F A Educational Media
Four Families of Israel
Israel: Cross Roads of History
Current Affairs Films
Judaism and Nationalism in Black
Africa
The Disappearing Tribes of Genu-Grofa
PME film loop
Dinner in West Africa
Search For Black Identity: Proud
Heritage From West Africa
Shifting Sands of the Sahel
B F A Educational Media
Four Families of Kenya
Africa: An End to White Rule:
PME film loop
Dinner in the Philippines
PME film loop
Eskimo Family Meal
The Black Experience
Neocreation of the Japanese-Americans
The Soviet Union: Its Land, Customs
and History
Russian and Its Satellites
Missile's Many Faces
Behind the Bamboo Curtain
China's New Look
B F A Educational Media
Four Families of Japan
Bangladesh - Birth of a New Nation
India and Pakistan
Middle East Update
Asia After Vietnam
Vietnam: The Undeclared War
African History After European Influence
Africa in Ferment

PIERRE MCAN

Anish Life and Culture
Religions of the World
Islam: Its Power and Its Legacy
Introduction to Sociology:
The Science of Groups
America's Cultural Revolution
One World, Many Cultures
A Nation of Immigrants

PME Filletrio
Exploding the Myths of Prejudice
Minorities
Warren Schloot Productions
What Is Prejudice?
Adventures in Negro History
The Afro-American's Quest for
Education

DISEASE MORAL - Continued

Minds of Changes in Africa
The Three Spirits of Balana
The First Americans
Film
Indians of North America
Cuba: 10 Years of Castro
Kung Fu
Emerging Indonesia

Search For Black Identity: Malcolm X

The Rosa Parks Story
PML Filmstrip
The Anish
PML Film and record
Minorities Have Made America Great
PML Filmstrip
Contributions of Italians

WEST SIDE

Family Filmstrips
Religion Around the World
American Pageant
The Anish
Current Affairs Films
Crisis in Organized Religion: New Beliefs, Old Traditions
Alba House Communications
Christians and Jews
Warren Schloot Productions
The Black and White Statue
Coca-Cola
Black Guardians of Freedom
Singer Education Division
Leading American Negroes
Encyclopedia Britannica Ed. Corp.
The Negro in American History
Scholastic Magazines, Inc.
Scholastic's Black Culture Program
Warren Schloot Productions
What Is Prejudice?
Teaching Resource Films
A Nation of Immigrants - America, The Melting Pot
Anatomy of a Riot
Ghetto Law and Order
Current Affairs Films
New Goals For Black Americans

Students in Revolt
Robert Francoeur
Alternate Styles of Marriage
New York Times
The New American Woman
Educational Activities
Women Pioneers
Eartha Kitt
Folk Tales of the Tribes of Africa
Music and Culture
Educational Research Group
Spotlight on Harry Belafonte
The Center for Cassette Studies
New Orleans Jazz
Songs of Love, Luck, Animals and Magic
Motivational Programming Group
The Exotic Sounds of India
Alan Lenax
World Library of Folk and Primitive Music
Laura Boulton
Indian Music of the Southwest
Read by Ruby Dee and Ossie Davis
The Poetry of Langston Hughes
To Make a Poet Black
Read by Ossie Davis and Ruby Dee
To Make a Poet Black: The Best Poems of Countee Cullen

WEST SIDE - Continued

Johnson, James Weldon
God's Trombones
A Native Son
Newbery Award Records, Inc.
Julie of the Wolves
Newbery Award Records, Inc.
The Planet of Junior Brown
Newbery Award Records, Inc.
The Trumpeter of Krakow
Newbery Award Records, Inc.
The Black Pearl
Newbery Award Records, Inc.
Sing Down the Moon
Newbery Award Records, Inc.
Shadow of a Bull
Educational Design, Inc. Cross Cultural Filmstrip
Daddy Life (Man: A Cross Cultural Approach)
Educational Design, Inc. Cross Cultural Filmstrip
People and Culture (Man: A Cross Cultural Approach)
National Association of Educational Broadcasters
Series 1 The Ways of Mankind
National Association of Educational Broadcasters
Series 2 The Ways of Mankind
Greller
Lands and People
Metropolitan Museum of Art
The Treasures of Tutankhamun
Eye Gate Filmstrips
France: A Regional Study
Educational Filmstrips
Introduction to France
George and Suzanne Russell
Mont-Saint-Michel and the Basque Country
Eye Gate Filmstrips
Spain: A Regional Study
Kenneth and Marjorie Russell
Switzerland

Society for Visual Education, Inc.
Living in China Today
United Learning
India - Nations of Today (series)
Eye Gate Media, Inc.
Republic of India
Eye Gate Media, Inc.
The Middle East: A Regional Study
Current Affairs Films
Israel: A Struggle for Survival
B F A Educational Media
Africa: Focus on Culture
Educational Direction Inc. Eye Gate Series
Mexico - Regional Study
Understanding Mexico, Mexican Christmas, Carnival in Mexico
Newbery Award Records, Inc.
The Upstairs Room
Current Affairs Films
Communist Poland in a Changing Europe
Movie Strip: A Films Inc. exclusive
The Diary of Anne Frank
Current Affairs Films
Communist China: Asia's First Superpower
Encyclopedia Britannica Ed. Corp.
Japan: Economic Miracle
Encyclopedia Britannica Ed. Corp.
South Asia: Region in Transition
Current Affairs Films
Iran in Transition
Educational Enrichment Materials
Crisis in Iran: Terror, Torment, Tension
Current Affairs Films
Tribulism and Nationalism in Black Africa
Gertrude Prucksch Durath
Songs and Dances of Great Lake Indians
Guidance Associates
The American Indian: A Dispossessed People

WEST SIDE - Continued

Lafarge, Peter
As Long As The Grass Still Grows
Multi-Media Productions
Women in the American Revolution
Life Educational Productions
Women in the Civil War
Coronet Industrial Media
Famous Patriots of the American Revolution
Multi-Media Productions
The Other Fortyniners
Educational Audio Visual
Reconstruction

Encyclopedia Britannica Educational Corp.
Alaska: The Big Land and Its People
Current Affairs Films
Chile: Another Communist Foothold in Latin America
Encyclopedia Britannica Ed. Corp.
Hawaii: The 50th State
Newbery Award Records, Inc.
Amos Fortune, Free Man
The Center for Cassette Studies
Sequoyia
As We See It

MEDIA CENTER - ESC - Continued

Trail of Tears
The Indians

We Ain't What We Was
Bill Cosby on Prejudice

ESAA BASIC GRANT OFFICE

Art: African American
Art and Ethnicity
Black Artists on Art Vol. 1
Revised edition
Black Artists on Art Vol. 2
Revised edition
The Black Soldier (1619-1815)
Black Women in The Armed Forces
Ebony Brass
Evaluation Guidelines for Multi-cultural-Multiracial Education
Individual Differences: An Experience in Human Relations for Children
Measures of Social Psychological Attitudes
Pedagogy of the Oppressed
A Pictorial History of Black Servicemen (1619-1970)
A Pictorial History of Black Soldiers in the United States (1619-1969)
Providing K-12 Multicultural Curriculum Experiences
Roots of Two Black Marine Sergeant Majors - Majors Edgar A. Huff & Gilbert H. "Hashmark" Johnson
The University of Michigan Program for Educational Opportunities
The African Experience
Black Experience Part 1
Black Experience Part 2
Developing As A Person

Facing Issues of Family Living
The Black American Experience
Black Mayors of Selected Major American Cities
Black Nursing Pioneers, Leaders, and Organizers (1770-1930)
Flying - A Career: Talks with Airline Pilots
How to Celebrate the 1980 Afro-American History Month: Plans, Ideas, Programs
Photographs of Selected Black Americans of the Past
National Afro-American History Month - Anti-Slavery Medallions
National Afro-American History Month - Stories About Selected Leaders
National Afro-American History Month - Stories About Selected Black Families
National Afro-American History Month - Poetry From Mostly Young Students of America
National Afro-American History Month - A Look at Inventions and Discoveries
National Afro-American History Month - Monuments and Plaques to Selected Black Americans
National Afro-American History Month - 1980 Calendar - Recovering Our Heritage
National Afro-American History Month - Paintings by Prominent Artists for the 1980 Year

MEDIA CENTER - ESC

African Continent - Southern Region
Children of China
Brotherhood of Man
Nopis: Guardians of the Land
Frederick Douglas
Booker T. Washington
India and Pakistan: Lands and People
African Continent: An Introduction
China: Land and People
Africa Awakens - Modern Nigeria
Southeast Asia Story - People
Eastern Europe: An Introduction
Frederick Douglas Part I
Frederick Douglas Part II
Navajos: The Last Red Indians
What Color Are You?
The Lying Stone
James Weldon Johnson
East Africa (Kenya, Tanzania, Uganda)
The Eskimo in Life and Legend
Indians of Early America

Appeals to Santiago
The Prejudice Film
Discovering Jazz
Isht in Two Worlds
The Mexican-American: Heritage and Destiny
Kosciuszko: An American Portrait
Harriet Tubman and the Underground Railroad Part I
Harriet Tubman and the Underground Railroad Part II
Islam: The Prophet and the People
Eye of the Storm
Thank You Ma'm
Minorities: What's A Minority?
In Search of Myself
Multicultural Education
Black Dialect
I Have A Dream
Martin Luther King
North American Indians Today
Follow the North Star

ESAA BASIC GRANT OFFICE - Continued

The Italian American Experience
 The Japanese American Experience
 The Jewish American Experience
 Medicine, Motherhood and Mercy -
 The Story of a Black Woman Doctor
 The Mexican American Experience
 Multicultural Education
 The Native American Experience
 The Polish American Experience
 The Power of the Black Church:
 Retrospect and Prospect
 The Puerto Rican Experience
 Selected Black Sports Immortals
 Some Comments on Governments in
 Antiquity
 Some Concepts of a Multicultural
 Curriculum
 Why Ethnic Studies
 Word Search and Identification
 Publication No. GC-61
 Multicultural Education Resources
 and Services
 Raising Children in a Racist Society:
 Reflections of a Native American
 Parent at Thanksgiving
 Textbooks: A Social Responsibility:
 A Thanksgiving Lesson Plan: The
 Black Experience in Children's
 Books
 Two History Texts: A Study in
 Contrast
 ERIC Reports E.O. 115 625
 Multi-Ethnic Curriculum Units,
 Primary, Intermediate and Secondary
 Levels. A Model Program in Multi-
 Ethnic Heritage Studies (2 reports)
 Afro-American ADC
 Afro-American Reader SE112
 Afro-American Reader SE114
 All About People and Places

American Characters
 Children of All Lands
 Developing Research Skills
 Focus Int. Social Studies Vol. 1
 Focus Int. Social Studies Vol. 2
 Indians
 The Me Book Grades K-1
 The Me Book Grades 2-3
 Multiculture Stories
 Plays For Two
 Research and Study Skills
 An Equal Chance
 Fighting Discrimination
 The Secret of Goodness
 From Racism To Pluralism
 Identifying Sexism in Children's Books
 Identifying Racism in Children's Books
 Racism and Sexism in Children's Books
 No. 1 & 2
 Understanding Institutional Racism
 Education and Racism
 Racism in America and How To Combat It
 Art - A Cross Cultural Approach
 Family: A Cross Cultural Study
 People and Culture (Man: A Cross
 Cultural Approach)
 Daily Life (Man: A Cross Cultural
 Approach)
 Basic Needs (Man: A Cross Cultural
 Approach)
 Social Organization (Man: A Cross
 Cultural Approach)
 Focus Int. Social Studies
 Pride Elementary Black Studies
 Afro-Asian Culture Studies (textbook)
 Great America (reading center books)
 Let's Make Faces
 Picture-Pac on Racism (lesson plans)
 Plain Indians (workbook)

ESAA BASIC GRANT OFFICE - Continued

Roots (resource guide)
 Sing N Do Album Let's Go Places
 Values, Education and the Study
 of Other Cultures
 Winning Justice For All (student
 workbook)
 Yellow Pages (reading center books)
 APRI - A Phillip Randolph Institute
 Behind the Headlines
 Communications Across Cultures: A
 Report on Cross-Cultural Research
 Guide to Multicultural Education
 Sexism and Racism in Popular Basal
 Readers 1964-1976
 The African Experience
 All About Animals, People, Events,
 Things
 Black Experience Part 1
 Black Experience Part 2
 The Black Man in America
 Blacks in Early American History
 Checking 'Em Out and Signing 'Em Up
 Children All Over the World
 A Consumer's Guide for Kids
 Developing Positive Self Awareness K-3
 Developing Positive Self Awareness 4-6

Everyday Is A Special Day (Idea book)
 Famous American Indians
 Finding Your Own Roots
 Games Without Losers
 How To Find and Measure Bias in
 Textbooks
 Jewish Customs
 Keeping Your Body Alive and Well
 A Kid's Guide to Understanding Parents
 Language Development Part 1
 Language Development Part 2
 Mine and Yours
 My Body How It Works
 Reader of Young Blacks
 Roots of Two Black Marine Sergeants
 Majors - Edgar R. Huff & Gilbert
 W. "Mashmark" Johnson
 Teaching the Black Experience
 Tuff Stuff
 20th Century Black Personalities
 You Can Do It